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New York, March 21, 1885.

SEVERAL influential women of this city have organized a Health Protective Association, for the purpose of enforcing sanitary laws. The apathy of the citizens of New York concerning its sanitary condition is remarkable, especially since it is somewhat certain the cholera will come next summer.

We live in a Christian age, and Christian arguments will sooner or later prevail. Christ's command that when struck on one cheek to turn the other for another blow is not the language of cowardice, but of bravery. Self-defence is manly and right, but there is as great a difference between the ignorant quarrels of bullies and the honorable defense of rights, as between the prize fighter Sullivan, and the patriot Washington.

THE letter from a city trustee, on the second page of this JOURNAL, only voices a sentiment well-nigh general among intelligent school officers of our country. As certain as the march of time, is the judgment that is coming to those who disregard the dictates of common sense in arranging the

work for growing minds. It is a crime against human nature to neglect to provide for the special wants of those who are committed to the care of the State. Violation of great principles in the training of children will produce a revolution. It is coming. "The mills of the gods grind slow, but they grind exceeding fine."

WHATEVER of a moral nature is taught in school, must come through the teacher. Bible and spiritual knowledge are not experimental sciences like chemistry, neither are they mathematical, like geometry. Given ten commandments, the number of books in the Bible, and a good memory, we cannot require a child to compute the distance to Heaven. Abstract truth is too far away from the child to be seen except as embodied in teachers and parents. Bible words are heaven-inspired, and whenever they can be brought to the intelligent understanding of the learner, they should be committed to memory.

Children have a keen appreciation of what is kind and unkind—what is noble and mean. The faculty, conscience, can early be appealed to, but this must be done by employing the child's activities. This is the basis of all Christian education, for although the word, *educate*, is of heathen origin, the spirit of modern education is Christian—the very essence of sanctified common sense. The Bible must be taken into the school-room in the spirit of the Master, remembering that the school sees it *through us*. No matter where the Book may be placed, the learner always reads it through the life and spirit of the teacher.

In looking over the studies of school children on the Continent, we are apt to conclude that what is done abroad ought to be done at home. Let us see. Italian, Spanish, and German children study languages in which the sounds of words correspond with the written symbols. This cannot be said of our language. The mastery of the French is vastly easier than that of the English, which is composed of two diverse elements—the Teutonic and the Norman. Young learners of our language are placed at great disadvantage compared with children of continental schools.

Geo. P. Marsh in one of his essays states that, "English is more difficult than most of the continental languages. A distinguished scholar of the last century said he had known but three of his countrymen who could speak their native tongue with uniform grammatical accuracy."

It is seldom a person is found who pronounces even common words correctly. How many teachers in our country can read the following ten italicized words with no error:

An extraordinary Caucasian patriot, with bronchitis, while studying an equation in acoustics went to a laundry to ascertain his deficit. On his way he saw an extempore gallows.

It would be much against a college professor if he should mispronounce seven of these words, for he is expected to know the intricacies of our orthography, but it could not be urged against an ordinary teacher if he should fail on all.

The spelling of our language is something wonderful, in fact, it is the despair of foreigners. Recently the word *committee* was spelled by nine members of the Vermont legislature, and no two spelled it alike. Ninety out of a hundred educated persons place a period after *Miss*, as though it were an abbreviation of Mississippi, and more than two thirds of ordinary letters close with "Your's truly." Nearly everybody says "seperation;" hardly one minister in a hundred pronounces the words *Philistine* and *Palestine* correctly. It takes a pretty good speller always to keep the *ei* and *ie* right in *receive* and *believe*, and most superintendents of schools are obliged to keep a small dictionary on the table to help them out in the spelling of extraordinary words.

In arithmetic the work we are required to do is much more than in any other schools in the world. English school children know nothing concerning our system of money, but we are expected to teach our own and the English as well. An American child who could not tell at once how many £. s. d. and f. there are in \$474.042 would be degraded into a lower class, but no system of English examination questions ever asked, "How many dollars, cents, and mills are there in £278 14s. 12d. 4f.?" We are required to do even more. In a set of examination questions recently printed the following were asked:

"Give the meaning of the symbols used in English money."

"How did the English ell derive its name?"

"How is a parallelopipedon produced?"

"In how many ways may a family of ten persons seat themselves differently at dinner? How many years would it take?"

We are expected to know English history in addition to our own. While no English child is ever asked to name the Presidents of the United States, no American high-school girl can graduate, without giving correctly the succession of English sovereigns, from Alfred the Great to Queen Victoria. In geography, we study as much as the English, in addition to a minute knowledge of our own country. Even Canada children are not generally taught the names of our States with their capitals, but no American scholar is ignorant of the Dominion—across the border on the north. We pile on, and pile on, add burdens to burdens, and then wonder why there is any cry about over pressure or cram. No nation on earth puts such burdens, grievous to be borne, upon uncomplaining scholars as ours, and still the cry is for more. In the name of suffering childhood, we implore you, gentlemen of the boards of education, to stop.

THE Essex County Teachers' Association will hold its next regular meeting in the High School building, Newark, Saturday, March 21, at 9:30 A.M.

A GENTLEMAN of successful experience, graduate of a first-class normal school, desires to make an engagement for another year. The JOURNAL endorses him.

PAYNE'S "Science and Art of Education" has been adopted by the Ohio State Reading Circle as one of the books to be read during the third year of the course.

THE editors of the *Educational Gazette*, Rochester, N. Y., declare themselves "heartily in sympathy" with the movement to establish the New York State Teachers' Reading Circle.

WE call attention to articles in this JOURNAL from Dr. Northrop, of Connecticut, and Supt. Peaslee, of Cincinnati, each bearing on the same subject. Both gentlemen are pioneers in promoting tree culture, memorial days, and pure literature. We take great pleasure in announcing that Supt. Peaslee is urged by prominent gentlemen as the successor of Gen. Eaton at the head of the National Bureau of Education. The department of education would be in excellent hands if Dr. Peaslee should be appointed.

NOTHING that J. G. Holland wrote expresses more than the following. It will bear a careful reading:

I hold the teacher's position second to none. The Christian teacher of a band of children combines the office of the preacher and the parent, and has more to do in shaping the mind and morals of the community than preacher and parent united. The teacher who spends six hours a day with my child, spends three times as many hours as I do, and twenty-fold more time than my pastor does. I have no words to express my sense of the importance of his office. Still less have I words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities, and the most devoted Christianity. A teacher should be the strongest and most angelic man that breathes. No man living is intrusted with such precious materials. No man living can do so much to set human life to a noble tune.

COMPTROLLER CHAPIN, of New York, in a special report upon the School Fund and Taxation and Revenue, recommends the sale of the securities in which the Common School Fund is invested and the application of the proceeds to lessening the amount of taxation. He does not contemplate any change in the amount of State aid to public education, but believes it better to raise the amount needed year by year wholly—as is now done chiefly by direct taxation—and have no money locked up in funds which produce a low rate of interest, and are always liable to losses from various causes. The market value of the securities constituting this fund is \$4,250,000. The State realizes only a little over three per cent. from it.

A VALUED correspondent has been moved to send us the following. The recent articles on "Absurdity?" and "Division and Multiplication of Fractions" in the JOURNAL have stirred up his mathematical soul to its profoundest depths. We present the extract just as sent:

"It is nonsense to teach children about *abstract numbers*, the idea has about as much reality as that of the Scotch girl who admitted a case of love in the abstract. THE MULTIPLIER IS NO MORE ABSTRACT THAN THE MULTIPLICAND OR PRODUCT."

What sort of philosophy is this for arithmetic makers?

THE degree of A.B. can be obtained in Harvard without being able to read a line of Greek. The elective studies, after admission, are so numerous that it is possible for a young man to adapt his course to his tastes. He must work—and work hard—but he can work on what his mental characteristics lead him to like. The course is a concession to the demands of adaptation in educational work. President Eliot has shown wisdom in relaxing the rigidity of the old college curriculum. In doing this it has been said that he has relaxed the amount of work to be done. This is not the case. The change

consists in abandoning the old idea that all students need training in exactly the same branches. The kind of work is optional—the work must be done.

JUGS hold only a certain quantity. If more is pressed in an equal amount runs away. Jugs have different capacities; some are quite large and others very small. If a precious liquid is to be put into a hundred jugs, each of different sizes, the pourer would be careful to stop pouring when the jug was full. Teachers do you see the application? No two of your pupils have equal powers of holding. If you attempt to make them all learn the same amount, some will not be full enough, and others will be too full for utterance. You can't cram either jugs or children. What is to be done? Grade your lessons according to the capacities of learners, and not according to the estimated amount of work that somebody thinks ought to be done in a given time.

THE *Educational Weekly*, Indianapolis, says: "We have read Col. Parker's book, and have heard him talk. We have read a hundred articles on what some people are pleased to call 'New Education.' There is not a thought or suggestion in it which has not been more or less practiced in this country for twenty-five years." Directly after this utterance the *Weekly* proceeds to say: "The New Education is the education of the future." Has it not, according to the *Weekly*, been also the education of the past? How then can it be "new?" It seems like saying that "what is, was, and what was, will be." We confess there are more contradictory things said concerning what has been called the "New Education," than any other subject discussed by intelligent people.

The following is from the *Practical Teacher*:

"One of my assistants told me, lately, that she had read of a device in the New York SCHOOL JOURNAL like this: 'John has ten apples and James has five apples; now what can you tell me about the apples?' 'How did you like it,' I asked. 'I did not like it; it is so indefinite the child does not know what to do,' she replied. Now, the device is a charming one, such as those teachers alone can make, who, like dear old Father Calkins, live near to the hearts of the children. I beg pardon for 'old,' but must insist upon 'father,' for many of the so-called Quincy Methods came from a book entitled 'Primary Object Lessons.' 'Now, what can you tell me about the apples?' I can see the children turn their innocent eyes helplessly to the teacher as they read the above question."

The question of Supt. Calkins is exactly right if his words are read in connection with what was asked before. It is manifestly unfair to detach a single paragraph from its relations and hold it up for criticism.

Does the author mean that Col. Parker's "Quincy Methods" originated with Supt. Calkins, or that Miss Patridge made up her book from "Primary Object Lessons?" We have never doubted Col. Parker's originality, nor Miss Patridge's faithful work as a recorder of what he has done. Are we mistaken?

THERE is a certain current phrase that is open to very curiously different constructions. Some folks in speaking of "young people" refer to those that are hardly out of their pinafores, or that are not able to walk alone; that is to say, by "young people" these folks mean babies. Others allow a few more years to "young people," and mean to be understood as referring to children and all that have not entered their "teens." A few are willing to apply the term to those not legally of age, and even after that to any in a younger generation than the speaker. But our little magazine, TREASURE-TROVE, "for young people," is intended for every one, of whatever generation, whose heart is young and who has a living interest in the world of to-day. TREASURE-TROVE makes no account of grey hairs; it aims to entertain, enliven, instruct, and help the whole school, including the teacher; the entire family, including grandpa on one hand, and baby on the other. It is for *everybody*, and is only fifty cents a year. Send for a sample copy to E. L. Kellogg & Co., 25 Clinton Place.

SUPT. SHERMAN WILLIAMS, of Glens Falls, recently published in the *Messenger* the following concern-

ing the Reading Circle, recently organized in this State. His remarks will apply to other States as well as this:

"It seems as if here is an opportunity to do great good. In thousands of district schools the wages are so low that the teachers employed cannot save enough to take a normal course. Those who have incurred the expense of a normal school course cannot afford to teach in these schools, but there are among such teachers hundreds of much native ability, who, in some near by academy or union school, have obtained a fair knowledge of subjects. They lack a knowledge of educational principles and methods. They do not know the laws of mental action and growth. A well chosen course of reading, and examinations, such as is indicated above, will be of incalculable service to such teachers. In their daily work they can test the principles and methods. In time those who have ability, tact, and perseverance, will make excellent teachers; as good as those who take a normal course. It will take longer, and many pupils will be the worse for their experiments, but it will be a great improvement upon present results, and then the improvement will extend beyond the teacher. If she succeeds she will become enthusiastic. If she becomes enthusiastic she will impart some of her enthusiasm to others, and enthusiasm is a great motive power. Let us give every encouragement to the proposed course of professional reading."

THE following letter from an eminent gentleman in a large city, in a measure explains itself. He was urged to accept the position of school trustee, much against his will, having formerly served and done excellent service in lifting the schools out of the bondage of cram and grind. He says:

"Gentlemen:—I was school trustee two years ago, and having had long experience in teaching and brought up a large family of children, I was painfully impressed with the mechanical and cramming processes and methods used in our schools. My expressions of opinion were met with the most determined opposition, by men charged with the routine of superintendence; and finding I could accomplish no amendment, I resigned. After that the cramming went on until, in an eighth grade, there are twenty studies, of which seventeen are obligatory. The complaints of the public grew so strong, that our local government sent for me and requested me to go into the Board again. I have consented. At the first meeting I offered two resolutions: One aimed at the "multiplicity of studies," the other at the "percentage examinations to test the relative standing of pupils"—which, in many cases, are held once or twice a week. If we don't moderate our pace in those two points, the legislature will, some day, sweep away the schools. That would be a public calamity."

In connection with what this gentleman says, we notice that the Rev. Solomon Schindler, a Boston rabbi, vigorously maintains that educational "competition is a curse," because it treats children as if they were all endowed with the same aptitudes. "Overwork on the one side," he says, "coupled with self-conceit; despair on the other, coupled with the entire loss of energy, are the result of competition in our schools." He also remarks that "competition is immoral because it is based upon the law of the survival of the fittest, which, however natural it may be, is not a moral law."

The people are beginning to find out that some reforms are imperative. Our school systems have been praised so much, that many have become oblivious to facts concerning them.

So much has been said concerning "improper grading," "cramming," and "over-pressure" in the JOURNAL, we can hardly tell what more ought to be printed. Light is increasing, and the time is not distant when school work will be so arranged as to suit the wants of the growing child, and the child not made to fit an inflexible course of study. Two things are imperative—adaptation in arranging what pupils shall study, and teachers—not hearers of recitations, or examiners, or task-masters.

For the SCHOOL JOURNAL.

GEOGRAPHY.

NORMAL TEACHING.

A talk to the members of the Training Class, Cook County Normal School, by Prof. Frye. Reported by I. W. Fitch.

Let us examine the structure of Asia (rapidly drawing on the blackboard an outline of Asia), and we will find this to be true (indicating with the chalk the locations of the different mountain ranges), that from the mountains of Thibet there are spurs branching off like the points of a star fish, hence we may call Asia the radiate continent. If we examine Africa (drawing the outline of the continent and the locations of the mountains as before), we shall find a structure, as to mountains, resembling the mollusk, hence we may call this the mollusk continent. Now, examining Europe we find a structure resembling the articulate animals. (A line is drawn to represent the Alps, which stands for the body of an articulate. Other ranges of mountains stand for the legs and head.) We pass to America and find the backbone, or vertebrate, structure of mountains to exist. In South America we have the Andes for the backbone, the Brazilian mountains for the breast-bone, and the elevation in the north may be considered the collar bone. A talk similar to this with children will fix their attention, arouse their interest, and stimulate their imagination to such vigorous and pleasurable activity that their memories will retain with little difficulty the correct impressions of location and relations. I would not tell them everything as I do you, but lead them to discover for themselves as many resemblances as possible. Nor is this all. History can be, and ought to be, taught right along in connection with such talks on geography. Thus history can be natural as well as civil. Thus, in likening the mountain structure of the different continents to orders of animals we have proceeded from a lower type to a higher. History informs us that the races of man, and the lowest order of these races, commenced their existence in Asia. Next we read of Africa as being populated with people of a higher order; next of Europe with people still more advanced, and finally of America with its people of the highest type of civilization. Of course you all agree with the last statement. You perceive that the structure of each continent corresponds just in this order of advancement to types of animals, which are from the radiate to the vertebrate, each one step in advance of the other. So Darwin says. Now, a few questions as to the uses of mountains. Who will name one use?

Ans. To catch the moisture of the atmosphere, and to collect the same into clouds, thus causing rainfall.

Ans. They give variations in temperature.

Ans. They form a protection to the coast.

T. In the northern part of Asia along the coast there are no mountains. How is this coast protected?

After some discussion it is agreed that coasts in the frozen zones are protected sufficiently by the ice and frost.

Ques. There is a long extent of land along the west coast of South America, where it never rains. Why?

T. Yes, there is a strip there about one thousand miles in length on which it never rains. Why?

Ans. Because the winds come from the east instead of from the west, and all rain is deposited on the eastern slope.

T. We might inquire further why there are no winds from the west, but will leave that for another talk. Is there any other use of mountains?

Ans. To modify the force of the winds. If there were no mountains the winds would sweep over the plains with so much power that they would tear everything to pieces.

T. Let us go back to the first answer. If mountains condense moisture, where in the world do we need the highest mountains?

After some talk it is decided that the tropical countries have the greatest need of the highest mountains, as the greater heat causes a quicker evaporation, making a necessity for more rain than

in the temperate zones, and the higher the mountains the greater the cooling effect upon the atmosphere.

T. How high must mountains be to be of the greatest service? If you get the answer to this question you will have the key to the structure of any continent. Shall I tell you, or do you wish to think the answer out for yourselves? (Some say "Tell us;" others, "Let us think it out for ourselves.")

T. As you are to be teachers, and are after devices, etc., and not mental growth (?) I will tell you. Mountains must always be high enough to condense the rain.

Mr. Frye makes no program of classes for his room for more than a day at a time. His reasons being, that he aims at harmonious mental growth, instead of a certain amount of matter to be gone over in a certain time. When he finds his pupils capable of thinking clearly in one direction, but not in another, he drops for a time all further study of the subject in which they are strong, and brings them up on those in which they are weak.

For the SCHOOL JOURNAL.

DISORDERS OF THE MEMORY.

(Mind Article No. XXVII.)

KINDS OF MEMORY.

It frequently happens that what we know, as well as we know anything, at once, from no known cause, is unable to be recalled.

Instances are not wanting where one's own name is forgotten. A gentleman recently calling at a post-office, said: "Please give me my letters." "What name, sir?" brought no answer, until a letter addressed to himself was taken from his pocket and handed to the clerk.

It is not uncommon for persons to meet well-known acquaintances and be unable to recall their names. The situation under such circumstances becomes exceedingly embarrassing, and is frequently taken as indicating a want of regard. This is not the case, for memory of dates and names is in no way connected with affection.

A poor memory of dates is more common than of names. Ordinarily, people remember faces pretty well. No remark is more common than, "I remember you distinctly, but I cannot recall where I have seen you. Memories of the following particulars differ very widely, as:

- a. Locality where we have been before.
- b. Points of the compass. Some are never "turned around;" others are never certain.
- c. Names of acquaintances
- d. Names of historical characters.
- e. Dates of family events.
- f. Dates of historical events.
- g. Words exactly as they were spoken.
- h. Narrations; some can never tell the same story alike two times in succession.
- i. Poetry; some easily remember poetry, but can never commit prose.

These are a few of the many specific kinds of memory that exist in varying degrees of strength in all persons.

ONE KIND OFTEN WANTING.

When this is the case another kind is often very strong. A young man of our acquaintance could remember with the utmost tenacity any number of dates and names with no exertion. Nothing of this nature was ever forgotten. He delighted in what, to many others, was distasteful and repulsive. But this same young man could not reason out the simplest proposition in geometry, nor could he commit the shortest one to memory. In most persons some kind of memory is strong. One can remember all the various kinds of odors with the utmost precision; another can arrange, with no error, all the shades of each of the primary colors; another can recall the appearance of a house, or room, or street, seen but once; another can reproduce, most correctly, strains of music.

EACH PERSON SHOULD KNOW ON WHAT POINTS HIS

MEMORY IS THE STRONGEST AND WEAKEST. Also, teachers should know the peculiarities in the memories of each pupil under their care. It is worse than cruel to require a child to attempt to remember what he cannot, but this experiment is daily tried, simply because teachers do not know that one kind of memory is often wanting, or, at best, exceedingly weak.

MENTAL DISEASES.

1. *The double life.* To some people the memory of certain days is a blank. Nothing can be recalled. A woman described by Dr. Azam lived two distinct lives. In one she was serious, grave, reserved, and laborious. In the other she became gay, imaginative, vivacious, and coquettish. When she was in one condition she had no memory of what took place in the other condition. Instances like this are extreme, but many like them are often seen among young people. At times a child will be bright and attentive; then for a time he will be dull and absent-minded. We think, "Is it possible this is the same child as last week?" Impatiently, the inconsiderate teacher says: "What is the matter with you, Mary, I taught you this last Monday, and to-day it seems as though you had never heard of it before!" The only reply is a wondering stare.

Children acting in this manner have a mental disease, known as *amnesia*, although in an undeveloped form. They are likely to have attacks of somnambulism.

This disease is often called an *evolution of two memories* independent of one another. Many people live this kind of double life, and it often commences to show itself in early childhood.

2. *Memory exaltations.* This manifests itself in impressions of having been in a certain place, or seen certain things, for which no cause can be assigned; also in at once distinctly remembering what has been for years forgotten. Several incidents will be mentioned in our next article illustrating this kind of disease.

3. *The decay of memory.* Do we ever forget? is an interesting question. In old age it is undeniable there is forgetfulness, but it can be traced to a want of use. If certain bodily states the memory suffers, and when certain portions of the brain are removed a total loss of one kind of memory is effected. Children, when partially sick, often forget more than they learn.

WHAT TEACHERS SHOULD DO.

1. Observe symptoms. They must be mental doctors, and take frequent *diagnoses* of memory phenomena. Is a child absent minded, having the habit of looking at the teacher, and yet thinking of something else? Break it up by counter irritants. Put before the mind strong motives, tell cheerful stories, excite laughter, get the mind away from the dream-land, into present light. *Never scold.* One five minutes of fun is better medicine than an hour of the stern "must."

2. Look out carefully for morbid influences on the memory. Children should never be sentimental, or love-sick. Hearty affection is grand, but dull, lifeless mock love, is a disease. Some young people love to read sentimental stories, and think them over, and talk about them. Remove such influences. A hearty, clear, open affection, tempered with an abundance of sunlight, good food, pure water—outside and in,—clean rooms, and good sleep, will drive away a hundred cobwebs from sensitive brains and nerves, and wonderfully strengthen weak memories.

3. Tax the memory to the utmost, but do not, under any consideration, let the children think that you are giving them tasks. When the complaint is heard, "O dear, I never can remember all this!" it may be certain somebody has erred. It is probably the teacher. The memory *must* work, and work hard, if it is to gain strength, but it must work willingly and cheerfully. This doctrine is sound, and should be preached everywhere. It is not work that kills, but unwilling, enforced, uncongenial tasks. No beings on earth have more active memories than children. Let them exercise them to the utmost of their powers, but willingly, cheerfully, and in the line of their natural desires.

For The SCHOOL JOURNAL.

MIND QUESTIONS.

(See JOURNAL Feb. 14.)

1. Can an idiot have an imagination? Why? Can a very young child? Why?
2. At what time in life is imagination the strongest?
3. Upon what two things does the vividness of imagination depend?
4. Why do the imaginations of different people vary?
5. Why do teachers often fail in giving imagination pictures?
6. In what way can history be taught so as to cultivate the imagination? In what way geography?
7. Can any imagination be put into dates and names of persons and places?
8. Give the mental effects of a good imagination lesson.
9. Can this faculty be too much cultivated? When? Why? How?

For the SCHOOL JOURNAL.

A PROTEST.

In a recent issue of an educational periodical appears the program of examination topics for the position of principal in the grammar schools of a certain city. A high per cent is required of the applicant. Besides the subjects to be taught in the several grades, which demand complete familiarity with even technical phrases, is an exhaustive list of professional requirements, knowledge of the growth and development of the mind, school management and methods. This seems well and justifiable, and so we teachers strive for proficiency in our calling, and devote our best energies and a large portion of our meagre income to the work, when lo! we are met by the fact that in some cities Boards of Education select young gentlemen *without* special preparation, and with *no* experience in teaching for the principalship of schools. Personal interests, local influences, political intrigue, these, not special preparations are the necessary qualifications for positions. What then, can we conclude? That preparation is unnecessary, and examination a farce, and thus cease our endeavors; or, that Boards are humbugs, and "humbug" the people whom they represent? Can our worthy superintendents and educators be silent over such facts?

A local paper states that "There is to be a lively contest among the Republican members for President of the Board of Education. The 'book-ring' are, of course, interested." The dispatch uses "are," wisely, too, for the "book-ring" is not one person, nor an insignificant force in the real moving power of Boards. Why should there be a "contest" over the presidency, do you ask? What is gained therein? Why, the president makes the committees on repairs and building, on text-books and teachers, and his labor goes not unrewarded.

When shall we be relieved from this bondage—the bondage of selfishness and personal interests on the part of officials in our boasted liberty-loving country?

AN EX-COMMISSIONER.

ARTICLES of association incorporating a company to build a tunnel under the East River have been filed in Albany. The tunnel is to begin at some convenient point in Ravenswood, and run by the most feasible route below the bed of the east channel of the East River to and under Blackwell's Island, thence under the west channel of the East River by the most feasible route to an eligible and convenient point in the City of New York on the line of First avenue between Thirty-fourth and Eighty-sixth streets. The entire length of the tunnel will be through solid gneiss rock. It is intended to have two openings, one at each shore of Blackwell's Island. The distance across the East River is 2,110 feet. The approaches from each end will be about 700 feet long, making the total length of the tunnel 3,510 feet, or a little more than two-thirds of a mile. The tunnel, it is said, can be built for one-fifth of the cost of a bridge, will be no obstruction to navigation, and can be kept in order at a slight cost compared with that of maintaining a bridge.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

TEN ARTS.

TO BE MASTERED BY EVERY TEACHER.

Compiled and suggested from the educational exhibit of the State Normal School of St. Cloud, Minn., at the New Orleans Exposition.

BY HENRY E. CHAMBERS.

1. The art of analyzing subject matter and arranging its elements, not only in logical order, but in an order in which the mind of the learner is capable of receiving it.
 - a. An order of dependence must be followed.
 - b. Perceptive, conceptive, and reasoning faculties must be appealed to in their respective order.
2. The art of arousing the self-activity of the pupils.
 - a. Self-activity is aroused by interest.
3. The art of impressing what is taught.
 - a. Concentration is necessary to retention.
 - b. One step must be thoroughly mastered before taking another.
4. The art of cultivating intellectual power.
 - a. Power acquired by learning lasts longer than the thing learned.
 - b. The mind is formed by being furnished.
 - c. Faculties must be cultivated in the order in which they will act.
 - d. Faculties are developed through the performance of those functions which it is their office to perform.
 - e. The mind, as a whole, admits of cultivation at every step of development.
 - f. The strength of any faculty, and the desire to exercise it, is great according as it has been more or less called into action.
 - g. Easy or monotonous exercise injures the mind.
5. The art of cultivating powers of expression.
 - a. Loose habits of expression lead to loose habits of thought; loose habits of thought lead to lying.
6. The art of cultivating executive power.
 - a. "Knowledge comes by eyes wide open and working hands."
 - b. The art of cultivating moral powers.
 - a. Order, neatness, discipline, beauty of surroundings, are means towards a moral effect.
 - b. Order of moral development.
 - 1st, quick, vivid feeling.
 - 2nd, sound judgment.
 - 3rd, right action.
 - c. Happiness is necessary to moral health.
 8. The art of cultivating aesthetic powers.
 - a. We learn to love order and beauty by seeing it around us.
 - b. We learn to appreciate the beautiful by attempting to produce it.
 9. The art of economizing power in the school-room.
 - a. "The greatest good to the greatest number."
 - b. The measure of information is not what the teacher can give, but what the pupil can receive.
 10. The art of awakening a sense of the humorous.

Aims.—To enliven dull routine. To create vivid associations and thus aid retention. To enable pupils to detect resemblances between widely different things. To promote discipline by breaking up a bad spirit and creating a cheerful atmosphere.

For The SCHOOL JOURNAL.

SELECTIONS FOR WRITTEN REPRODUCTION.

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BY EDWARD R. SHAW.

MERCURY AND THE WOODMAN.

A woodman was cutting down a tree on the bank of a river, and, by chance let his hatchet fall, which dropped into the water and immediately sank. Being, therefore, in great distress for the loss of it, he sat down and bitterly bemoaned himself. Upon this, Mercury appeared to him, and, hearing the cause of his grief, dived to the bottom of the river, and, coming up again, showed the man a golden hatchet, demanding if that were his. He said it was not. Upon which Mercury dived the second time and brought up a silver one. The man refused it also. He dived a third time

and fetched up the very hatchet which was lost; upon sight of this the poor man was overjoyed, and took it with all humility and thankfulness. Mercury was so pleased with the fellow's honesty that he presented him with the other two as a reward for his just dealings. The man having told his companions what had happened, one of them went presently to the river's side, and purposely let his hatchet fall into the stream, then sitting down upon the bank he began weeping and lamenting as if he had been really and sorely afflicted. Mercury appeared as before, and, diving, brought him up a golden hatchet, asking if that were the hatchet he had lost. Transported at sight of the precious metal, he answered "Yes," and greedily held out his hand to snatch it. But the god, detecting his impudence and dishonesty, not only refused to give him that, but would not so much as let him have his own hatchet again. "Honesty is the best policy."

THE COCOA-NUT CRAB.

A great crab he is, who walks upon the tips of his toes, a foot high above the ground. And because he has often nothing to eat but cocoa-nuts, cocoa-nuts he has learned to eat, and after a fashion which it would puzzle you to imitate. Some say that he climbs up the stems of the cocoa-nut tree, and pulls the fruit down for himself; but that, it seems, he does not usually do. What he does is this: when he finds a fallen cocoa-nut, he begins tearing away the thick husk and fibre with his strong claws; and he knows perfectly well which end to tear it from, namely, from the end where the three eye-holes are, which you call the monkey's face, out of one of which, you know, the young cocoa-nut tree would burst forth. And when he has got to the eye-holes he hammers through one of them with the point of his heavy claw. So far so good; but how is he to get the meat out? He cannot put his claw in. What, then, think you, he does? He turns himself round, puts in a pair of his hind pincers, which are very slender, and with them scoops the meat out of the cocoa-nut, and so puts his dinner into his mouth with his hind feet. And even the cocoa-nut husk he does not waste, for he lives in deep burrows which he makes, like a rabbit; and being a luxurious crab and liking to sleep soft in spite of his hard shell, he lines them with a quantity of cocoa-nut fibre, picked out clean and fine, just as if he were going to make cocoa-nut matting of it.

CHAS. KINGSLEY.

IMPORTANCE OF PHYSICAL TRAINING.

By H. L. SMITH, before N. C. Teachers' Association.

1. *Theoretical.*—(a) The intimate relation and interdependence of mind and body. They act and react on each other.
 - b. The body and its organs are the means by which the mind obtains its knowledge. The mind alone cannot communicate with matter.
 - c. It is through the body that the mind holds communion with other minds. Without the body and its organs, the mind is powerless, and alone incapable of receiving or communicating knowledge or of influencing other minds.
2. *Practical.*—(a) Actual pain of ill-health and disease.
 - b. Loss of pleasure arising from imperfect health.
 - c. Loss of working power and usefulness occasioned by ill-health and disease.
 - d. Imposition on one's friends. Sickness is selfish; continually absorbs from others without rendering due return.
 - e. Frequency of bodily deformity and lack of physical completeness.
 - f. Transmission of all these ills to one's posterity.
 - g. The fact that Americans, and especially American women, are noted the world over for ill-health and lack of bodily vigor.

COURSE TO BE PURSUED.

1. Correct obvious physical defects and bad habits.
 - a. Hobbling or awkward gait.

- b. Carrying one shoulder higher than the other.
- c. Allowing shoulders to drop forward on chest.
- d. Curved back or rounded shoulders.
- e. One-sided carriage of the body.
- f. Turned-in toes.
- g. Ungraceful attitudes, bad habits of breathing, sitting, etc.

2. Adopt such a course of Physical Exercises as shall keep the body vigorous and in good working order.

NOTE.—In choosing Calisthenic Exercises, let utility, and not beauty, be the basis of selection.

Make the school play-grounds pleasant and attractive; fit them with the various appliances for active bodily exercise, and instruct the pupils in their use; encourage the pupils of both sexes in all out-door sports and games conducive to physical development.

For the SCHOOL JOURNAL.

VICINITY GEOGRAPHY: ITS USE AND ABUSE.

BY M. A. MILLER, of Binghamton, N. Y.

That method in teaching is best which furnishes the pupil with the key that unlocks the coming mysteries, and makes the subject attractive to him. Schools will do their work well when they prepare children to become investigators, in short, all methods should tend to make students of pupils and investigators of men and women.

In many schools, teachers spend a whole year, and often more, in the study of the city, town, and county, requiring the pupil to memorize the location of small villages, the descriptions of little creeks, the names of city, town, and county officers, etc.

I recognize the advantage of making a practical application of the study of geography, and the points of direction to the immediate vicinity; it is not the simple facts concerning the little creek under the hill that should be impressed, or the location of some small villages near by, but that this creek resembles all others in many respects, and that a river is only a larger stream. Show the pupils a hill; have them climb it if you choose; then tell them that a mountain is a very large hill. Take them to a pond, and tell them that if it were so large that they could not see across it, and had an outlet, it would be called a lake. Look about the pond for an island; show them its peculiarities. Find a cape, a peninsula, or any other natural feature, but do not spend your time in looking after many of the same kind. Make them conversant with all the industries of the town. Show them the little world around them.

Returning to the school-house, have the class draw a map of the vicinity, locating the school-house and the important points. The order of these lessons should be: 1st, school-room; 2d, school grounds; and 3d, village. Let the horizon bound the vicinity-geography taught in any school.

There is no doubt but that *synthetic* geography should be taught first, i. e., We should put together the known and get the application before we go to the unknown. There is more danger of doing too much of this kind of work after it is begun than there is of doing too little. Do not follow this plan until the pupils think they must see a thing in order to have it true, or that every thing must be pointed out to them.

The discipline obtained by hard study is often of as much, if not more, value to the pupil than the facts learned. But it is not necessary to make geography a dry study; it can be made charming as well as instructive.

"Teach only the important facts to beginners; many of the locations of the smaller towns, rivers, etc., together with the lengths of rivers are quite as profitably forgotten as remembered."

Do not continue the oral study of geography beyond the point where a book can be used to an advantage.

I first learned this: "The earth is round, and, like a ball, hangs swinging in the air." Of course I did not comprehend the idea, but the discipline of learning it enabled me to learn and remember other

points more easily. The fact of the earth's being round was learned "once for all." Not so when the teacher tells the pupil that Mr. Black is sheriff of the county. This will cause him to make a mistake when Mr. Brown takes his place.

Pupils are never in a better condition to receive truths and remember them than while young. Therefore, after taking enough of the vicinity to understand the application, the teacher should present the world as a whole, reverse the method and come towards the known. From this time *analytic* geography should be pursued, selecting only the most important facts at first, until he returns to the school-house from whence he started. The order of this study should be: 1st, globe; 2d, grand divisions; 3d, native country; 4th, state; and 5th, county, town, etc.

A good writer on the subject has said: "The first time I go over the world with a pupil I do not hurry, and I am not too particular. The next time I require more. After a basis is thus laid, the children are ready to enjoy history, voyages, and travels, and all books that describe the countries with whose geography they are acquainted."

HISTORY SKETCH.

THE BOSTON TEA PARTY.

When King George found he could not make the Massachusetts colonists submit to the "Stamp Act," and pay a high price for paper marked with his seal, he decided that he would lay a tax upon their tea, and that they should be made to pay it. As tea seemed so necessary to the comfort of the people, the king felt sure that they would yield to his will. But the colonists knew that this was wrong, and after a good deal of talk on the matter they decided they would not touch the king's tea. Word was sent across the ocean to them that in a short time three ships would land bringing to them the tea they must buy. Two weeks was spent in consulting what should be done. In the mean time the ships arrived and lay rocking in the harbor. The people then requested the Governor to send the ships immediately back to England, but he replied that they should not leave the wharf until the tax was paid. This roused the indignation of the colonists so much that they resolved to take the work into their own hands; and so, in the dusk of the evening, a company of men dressed like wild-looking Indians, in their war-paint and feathers, appeared on the decks of the ships, and in a few minutes the boxes were opened, and the fragrant tea was emptied into the gently rolling waves of Boston harbor.

The "Boston Tea Party" occurred on the 16th of December, 1773. The place where the tea ships lay was at Griffin's wharf, now called Liverpool wharf. The following poem was published soon after, in the *Pennsylvania Packet* newspaper, under the title, "A New Song, to the plaintive tune of 'Hogier's Ghost.'"

"As near beauteous Boston lying,
On the gently-swelling flood,
Without tack or pendant flying,
Three ill-fated tea ships rode,

"Just as glorious Sol was setting,
On the wharf a numerous crew,
Sons of freedom, fear forgetting,
Suddenly appeared in view.

"Armed with hammers, axes, and chisels,
Weapons new for warlike deeds,
Towards the herbage-freighted vessels
They approach with dreadful speed.

"Quick as thought the ships were boarded,
Hatches burst and chests displayed;
Axes, hammers help afforded,—
What a glorious crash they made!

"Squash, into the deep descended
Cursed weed of China's coast;
Thus at once our fears were ended;
British rights shall ne'er be lost.

"Captains, once more hoist your streamers,
Spread your sails and plow the wave;
Tell your masters they were dreamers
When they thought to cheat the brave."

"Though thy path be dark as night,
There is a star to guide the humble;
Trust in God, and do the right.
Some will love and some will hate thee,
Some will flatter, some will slight;
Cease from men, and look above thee,
Trust in God and do the right."

TABLE TALK.

From one who has had a long experience in the trials peculiar to teaching come these few words of advice:

When the exercises of the day are ended, remain a few minutes alone in the room. If your work has been well done you will enjoy a quiet feeling of satisfaction; if, on the contrary, you have failed in some respects, ask for higher wisdom than your own to guide you in the future. If vexed with wayward or vicious pupils, strive to think of them as immortal beings whose welfare depends largely upon your faithfulness and patience.

When a pupil asks a question on any subject that you do not understand clearly, tell him all you know about it, with a frank statement that there are some points in it you have not yet been able to settle satisfactorily. Direct him to other sources of information. True, he may lose some of his confidence in your ability to instruct him, but he will respect your honesty; whereas, if you sacrifice principle to pride, giving him a vague and obscure explanation, he may rest content with it. A confession of ignorance on the part of a teacher is humiliating, yet it is also a powerful stimulant. Will not a person rouse all his energies to master the subject he is required to teach, rather than be compelled to acknowledge his inability?

When favored with a visit from your commissioner, proceed with your work as though he were not present so that he may form a true opinion of your methods. Ask him to point out defects, and strive to correct them. Your anxiety to improve will awaken that feeling of sympathy which should always exist between that officer and his teachers. When the parents visit the school, ask them for criticism, and if any are offered take them kindly. After careful consideration, if you feel that they are well founded, remedy the difficulty; but if you think they have no cause for complaint, courteously state the reasons of your course, and continue it, even if opposed. The teacher must be actuated by higher motives than the approval of his patrons or the salary he receives. Others may censure, but God is not unrighteous to forget the work and labor of love, and will render to each of us according as his work shall be.

HATTIE STEVENSON.

On page 153, of the *SCHOOL JOURNAL* of March 8, under the head of "Van Buren County Teachers' Association, Mich.," occurs this question, "Should we oblige children to go through a syllogistic statement of problem, or should we allow them to give simply the results?" Our duty as teachers is not to rob the child of his valuable time in following the useless statements of a problems adopted in many of the schools of the present day. We are to prepare them for the practical life-work with which we are surrounded, and for the places they soon will be called to fill.

Do not adopt a theoretical course of rut routine which business life discards. Business does not stop to theorize over the dry detail of misapprehension in reaching results. The successful business man is he who reaches results in the least time. If one pound of sugar costs 8 cents the child wishes to know at once what 3 pounds will cost at the same rate. It is useless to comment on the absurdity of reducing such deductions to practice. A person who would attempt such a routine in public would be considered a fit subject for a straight-jacket.

B.

The contributor of "A Protest" sets forth one of the greatest evils in the management of the schools. He should take courage, however, from the state of things he pictures. The fact that there are Boards that demand a high standard of qualifications is encouraging. Where such boards exist are found good schools. They realize the worth of good teaching, and are willing to pay for it. They are raising the profession to its proper platform. The much needed divorce of all school offices from politics will be brought about when teachers agitate the matter sufficiently to create a public sentiment in favor of it.

We would like to know how many teachers find the "News of the Week" servicable. The question has arisen as to whether the space could not be filled with material more helpful in the school-room than the news, which, doubtless, many obtain from the newspapers. Please let us know if you think this department can be dispensed with, or, if not, how it can be improved.

Or all thieves, fools are the worst: they rob you of time and temper.

LETTERS.

We are overwhelmed with questions of a technical nature. Kind friends, forbear! The editors of this paper are working hard, night and day, week in and week out, *fifty solid weeks* in a year, to make it what it ought to be. We are just as anxious to help you as you are to help us. We'll sit up nights, go without our dinners in order to make the JOURNAL what it ought to be, but we cannot answer all sorts of questions.

One person wants a full outline of the work of Horace Mann. Excellent idea! It would give us great pleasure to comply with his request, but it would take half a day's time, and in the meanwhile the printers are idle for want of copy. We are asked to diagram certain sentences, solve knotty problems in arithmetic and algebra. Requests of this character come every mail. We will do the best we can; just the best we can. Can we do more? Can you do more? If we cannot answer your questions, kind friends, don't get angry and say we are crusty and impolite. Put yourself in our place.

(3) Who was "Beautiful Helen of Maine," who presented H. W. Longfellow with an iron pen? (2) Who was the first poet laureate of England? (3) What three sovereigns of England were noted for their literary productions? (4) Which stands first in the literature of the present century, England or the United States? (5) Who is the Addison of America? B. H.

(1) Messrs. Houghton, Mifflin & Co., 4 Park St., Boston, publishers of Longfellow's poems, say that the lady referred to in "The Iron Pen" is Miss Helen Hamlin, of Bangor. (2) John Key, appointed by Edward IV. (3) Alfred I., Henry VIII., and James I. (4) This is a matter of much dispute. Eugene Lawrence says: "The genius of literature finds its fairest field in the American continent," and that "the number of really excellent poets who have won an indestructible fame is sufficient alone to refute the suggestion that the new world has been outdone by Europe in mental productivity." (5) A mere matter of opinion. Addison is noted for refinement, delicacy, and precision. He was the prince of essayists. Nathaniel Hawthorne is noted for the transparent beauty of his style. Mr. Longfellow said of Hawthorne's language: "It is as clear as running waters are; indeed, he uses words merely as stepping-stones, upon which with a free and youthful bound, his spirit crosses and recrosses the bright and rushing stream of thought."—S.]

(1) How is the length of a degree of longitude at any point north or south of the equator found? (2) What is the length of a degree of longitude half way from the equator to the poles? (3) Why does not "earth" begin with a capital? J. S. S.

(1) It is computed by a theorem in trigonometry, viz: "Radius is to the cosine of the latitude as the length of a degree at the equator is to the length of a degree at that latitude." See, for demonstration, Loomis's Trigonometry, page 145. (2) Length of a degree in latitude, 45 degrees, is equal to 49.43 nautical miles. (3) We name the sun, the moon, the equator, and many other particular objects, without a capital; for the word "the" may give a particular meaning to a common noun without converting it into a proper name. Earth, when personified, should, of course, begin with a capital.—C. J.]

(1) Why is it incorrect to say "One hundred and one"? (2) Why cannot wasps sting a person when he holds his breath? (3) Can a ball be thrown from the hand in such a manner as to increase its speed after leaving the hand? If not, please explain what is known in base-ball as the "in shoot." E. G.

(1) It is not incorrect, for it conveys the idea properly—just as the old phrase, "twenty and four." You do not say five thousand and four hundred, or thirty and six. (2) There is abundant evidence that wasps can sting if you hold your breath. (3) No. The pitcher twists the ball so that when it leaves his hand it appears to the batsman as if it were going towards the outer end of his bat, whereas the ball after curving out recurves inward and passes close to the body of the batsman, completely deceiving him in many cases. The out-shoot, the up-shoot, and the down-shoot are somewhat similar. The up and down need no curve.—S.]

What is meant by French Spoliation Claims; also what action is Congress taking on that bill, and what is the bill for? J. E. B.

[In the general European war against Napoleon, England blockaded France, and France England. The consequence was American shipping, which was doing nearly all the carrying trade, suffered great damage. This was one of the causes of the war of 1812. Andrew Jackson forced the payment of a large indemnity from Louis Philippe, of France, to make good the damages suffered by American shipowners. Congress has passed a bill creating a "Court of Claims," before which all claims against the French government for spoliation during the above mentioned period shall be presented for adjudication.—S.]

Do the Orinoco and Amazon rivers unite, or do they have separate sources? If they unite, please state the direction of the tides. C. W. W.

[The Orinoco and the largest northern tributary of the Amazon have a common source in Venezuela. The Amazon itself rises in Peru. It is possible by canoe to pass from the Atlantic up the Amazon to the Negro; up the Negro to the Orinoco, thence down to the Atlantic by passing around the cataracts. The head of tide-water on the Orinoco is at Bolivar, 250 miles from the ocean. On the Amazon the tide is felt 400 miles above its mouth. Do not understand what you mean by "the direction of the tides."—S.]

PERSONAL.

J. M. HAWORTH, General Superintendent of Indian Schools, died recently at Albuquerque, N. M.

PROF. ALBERT SALISBURY, for many years State Institute Conductor in Wisconsin, is Supt. of Education for the Am. Missionary Association, 66 Reade St., N. Y.

THE REV. DR. HITCHCOCK, President of the Union Theological Seminary, will sail for Europe on April 3, returning before the opening of the fall term of the seminary.

Rev. Robert Torrance, Inspector of the Guelph Public Schools, has been admitted, without personal application, a member of the Canadian Postal College of the Natural Sciences.

The Hon. Eugene Schuyler, ex-minister to Greece, began a course of lectures at Cornell University, on Tuesday, Feb. 17. The general subject will be: "The Machinery of our Foreign Relations;" the special subjects being, "The State Department and Congress," "The Consular Service," "The Diplomatic Service," and "Our Foreign Relations and Interests."

Mr. Henry Sabin, of Clinton, Iowa, has accepted an invitation to address the Nebraska State Teachers' Association, at Lincoln, March 31st. On account of this engagement, Mr. Sabin declined an invitation to act on the committee of fifty to represent the National Educational Association at New Orleans, Feb. 24th, 25th and 26th.

H. P. STODDARD, of Madison, has been engaged to take the place of Prof. T. B. Pray, who is temporary acting president of the Normal school at Whitewater, Wis., and Francis A. Palmeter, of Potsdam, N. Y., occupies the position left vacant by the marriage of Elizabeth Hargrave. Prof. Albert Salisbury has been elected President of the State Normal School at this place.

Lord Coleridge says that when in America he was struck by the absence of childhood. Americans defer to their children, ask their opinions, allow them the general attention, force social obligations on them, and cut them off from "all the sweet dependence of their years," making grown persons of them before English children have left the nursery.

PROF. MILNE, of Tokio University is about to establish a subterranean observatory at Takasima, in a very deep coal mine, for the purpose of determining what connection exists between the earthquake phenomena and meteorological phenomena belonging to the earth's surface, such as storms, barometrical pressure, tides, tidal waves, and so forth.

MR. EDWARD C. CARRIGAN has resigned his position as head-master of the Boston Evening High School. Mr. Carrigan has been in charge of the present evening high school since its establishment in 1881, and has given eminent satisfaction. Besides his work here, he has been interested in educational matters generally, being a member of the State Board of Education. His resignation will make a vacancy which it will be hard to fill.

PROF. GEO. W. TWITMYER recently received very flattering testimonials of esteem on the occasion of his leaving Watsonstown, Pa., to take charge of the schools of Honesdale, same State. The meeting was one of the largest and most enthusiastic ever held in that place. From a condition of utter lack of system, Prof. Twitmyer has placed the schools of Watsonstown among the very best of the schools of the Keystone State. There is no doubt concerning the character of the work he will do in Honesdale.

HON. A. P. STONE, of Springfield, Mass., severely criticises some of the present conditions of the public educational system. He says the greatest need of a large number of teachers is a knowledge of their business; that in very many cases pupils are taught to memorize instead of being led to a working understanding of fundamental principles. "There is no disguising the fact," he remarks, "that all along the educational horizon there is going on a contest between training and cramming; between independent and routine work." He regards it to be the chief duty of the teacher to make well-trained, self-raised men rather than produce mathematicians, chemists, or literators. These views of the teacher's obligations to society have been so frequently expressed of late as to indicate a decided reaction against the machine system. The personality of the teacher himself is growing to be regarded as more and more important. That which was so good in the character of the old schoolmaster of a long time ago is finding its proper appreciation. It seems to be the opinion of the best authorities that children cannot be coined like dollars.—*Current, Chicago.*

EDUCATIONAL NOTES.

NEW YORK CITY.

PROF. ISAAC H. HALL has been elected President, George Perry and Caskey Harrison Vice-Presidents, and Frederick A. Fernald, Secretary and Treasurer of the New York branch of the Spelling Reform Association. At the meeting the subject, "Freedmen and Phonetics," was considered, the Rev. D. P. Lindsay opening the discussion. The branch voted to recommend that only text-books in simplified spelling be used in teaching the freedmen of the South. The subject for the meeting on June 10 is "The Best Form of Simplified Spelling for Teaching the Illiterate."

PROF. JOHN FISKE has been delivering a series of interesting and valuable lectures in this city, on the early history of our country.

CONNECTICUT.—The State school fund has been increased in the past two or three years, and the allowance for each child of school age is this year eighty cents, an increase of twenty cents.

The reading by Prof. Churchill netted the managers of the New Haven Free Kindergarten Association about \$350. It was a great success.

New Haven teachers are having frequent Normal class exercises. Saturdays they practice for an hour business penmanship, under the instruction of F. A. Cargill, a specialist.

Feb. 27, Miss H. A. Luddington, of the State Normal School, gave an afternoon's talk on "Busy Work" to the teachers of the primary grades of New Haven. Much has already been done in this line in New Haven within the past year.

The afternoon of March 4 was the occasion of a large and interesting teachers' meeting at New Haven, under direc-

tion of Supt. S. T. Dutton. The exercises began with the singing of our national hymn. Miss Helen F. Page, of the State Normal School, explained and illustrated her method of introducing the study of fractions into the primary grades. Supt. Littlefield, of Newport, R. I., delivered a practical address on Reading and Language. These points have been strongly pushed in the New Haven schools for the last year or two with gratifying success, especially in the attention given to natural reading, supplementary matter, and the teaching of language without text books in the lower grades.

ILLINOIS.—The College of Northern Illinois has arranged a course of instruction for the spring term especially for teachers. According to the published circular, it will be an excellent opportunity for teachers who have taught during part of the year, to spend the remaining part in studying. This is one of the new institutions of the West, founded only a few years ago, and is located at Dakota, Ill. Rev. F. Wetzel is its president.

The case of a pupil expelled from the public school at Rogers Park, one of the suburbs of Chicago, for not taking a respectful position during the opening religious exercises of the school, on the ground of being a Catholic, is likely to attract considerable attention. It has already been brought before the courts.

IOWA.—A Normal Institute will be held at Clear Lake, from March 30 to April 9. L. L. Klinefelter, Co. Supt. Profs. E. M. Cotton, A. W. Wier, A. R. Sale, and T. B. Miller will conduct the exercises.

SUPT. J. A. LAPHAM, of New Hampton, Iowa, has sent us an excellent outline of practical work from the school of Prof. O. A. McFarland, Principal of the New Hampton School. Supt. Lapham is one of the "live" supervising officers in the progressive State of Iowa.

INDIANA.—The Southern Indiana Teachers' Association will be held at Mitchell, April 2 and 3. Among the exercises will be: Paper on "The Progress of Educational Thought," Prof. E. A. Bryan, Pres't Vincennes University; one on "The Limit of the Practical in Teaching," C. F. Coffin, Supt. Schools New Albany; "Our Country Schools," S. B. Boyd, Supt. Daviess County; "Aesthetics in Common School Education," Mrs. Alice Bridgman, Assistant H. S. Salem, Ind.; "Natural Science in Elementary Schools," Prof. O. P. Jenkins, "Natural Science," State Normal, Terre Haute; "Will Power," Prof. J. K. Beck, Prin. Preparatory Dept., State University; "Education and the Spirit of the Age," A. H. Kennedy, Supt. Schools, Rockport, Ind.; "Part of the Teacher in the Development of Civilization," G. L. McIntosh, Lawrenceburg, Ind.

KENTUCKY.—The Agricultural and Mechanical College is in a more flourishing condition now than ever before in the history of that institution. The average attendance has been larger, and a better class of students have attended. Kentucky University, now a separate institution, has 190 academic, and 80 theological students, which is an increase over late years. The trustees of Georgetown college are appealing to the people of the vicinity and elsewhere for an additional endowment of \$100,000. The people of Princeton want \$10,000 for an additional building for the Collegiate Institute there. The first day \$3,500 was subscribed.—The commencement exercises of the Louisville Medical College took place Feb. 27—75 graduates.

MARYLAND.—Col. Parker's lecture at Baltimore, March 7, was received with warm admiration. Members of the school board, superintendents, professors of the university, college, and high school, and teachers from all the schools of the city, besides members of the clergy and the bar, assembled to hear him.

MINNESOTA.—Mr. A. D. Campbell expects to close his engagement at Hokah and in the profession simultaneously, May 30.

Co. Supt. R. W. Richards will hold teachers' written examinations as follows: Blue Earth City, March 30; Winnebago City, March 31; Delevan, March 24; Wells, March 25. Oral examinations and training schools will be held at various places later in the season. In order to complete the work, it will be necessary to begin promptly at nine o'clock.

Institutes to be held soon are as follows: March 23, Lake City, Conductors, T. H. Kirk and H. Witherspoon; Co. Supt., S. A. Foster. March 23, Rochester, C. W. Hyde, S. Sprague, and S. S. Parr; Co. Supt., F. L. Cook. March 23, Le Sueur, J. T. McCleary and J. H. Gates; Co. Supt., H. E. Gibbon. March 30, Excelsior, T. A. Kirk and Sam'l T. Sprague; Co. Supt., C. W. Smith. March 30, Sleepy Eye, J. T. McCleary and S. E. Sprague; Co. Supt., J. B. Veilkanje. March 30, Morris, C. W. Hyde and H. Witherspoon; Co. Supt., J. A. Johnson. April 6, St. Charles, T. H. Kirk and Darius Stewart; Co. Supt., John Kohner. April 6, Austin, J. T. McCleary and S. E. Sprague; Co. Supt., C. D. Belden. April 6, Wadena, C. W. Hyde and H. Witherspoon; Co. Supt., Jno. Harding. April 13, Preston, J. T. McCleary and S. E. Sprague; Co. Supt., Jno. Brady. April 13, Luverne, T. H. Kirk and H. Witherspoon; Co. Supt., J. S. Helm. April 13, Windom, C. W. Hyde and J. H. Gates; Co. Supt., S. J. Robinson. April 20, Fairmont, T. H. Kirk and H. Witherspoon; Co. Supt., D. P. Sackett. April 30, Alexandria, C. W. Hyde and S. E. Sprague; Co. Supt., W. H. Sanders. April 27, Jackson, J. T. McCleary and H. Witherspoon; Co. Supt., P. J. Knox. April 27, Glenwood, C. W. Hyde and S. E. Sprague; Co. Supt., J. Crozier.

N. Y. STATE.—The Rockland Co. Teachers' Institute will be held at Spring Valley, March 30, to April 3. Conductor, Prof. J. J. Johnson, assisted by Prof. L. B. Newell. There will be lectures during the session on educational topics by Supt. W. B. Ruggles, Prof. L. B. Newell, Prof. Giffin, and Dr. Jerome Allen.

Ontario County Teachers' Institute will begin at Canandaigua, March 30. Profs. Bouton and Barnes, instructors. G. V. Chapin and A. C. Aldridge, Com'rs.

An educational council has been organized in Onondaga county, N. Y. It holds monthly meetings. Prof. Larkins, of Fayetteville, is president. The last meeting was held in the office of Supt. Edward Smith, Syracuse.

NEW JERSEY.—ESSEX CO. TEACHERS' ASSOCIATION. The next regular meeting of the Essex Co. Teachers' Association will be held in the High School Building, Newark, on Saturday, March 21, at 9:30 o'clock, A. M. 9:30—Opening Exercises. 9:45—Miscellaneous Business. 9:50—"A Talk with Teachers," by the President. A discussion of the paper will be opened by Mr. A. Scarlett, of Newark. 10:30—Recess. 10:40—An Address, "Hereditary Education," by Rev. A. H. Bradford, D.D., of Montclair. A discussion of the paper will be opened by Supt. Wm. N. Barlinger, of Newark. GEO. O. TAYLOR, Pres.

OHIO.—In the schools of Kalida, Mr. L. H. Murlin Principal, part of the Washington Memorial Day was devoted to an exercise denominated "Pioneer Schools," the object of which was to give a picture of schools, teachers, etc., in the days of the Pioneers. Interesting speeches were made by interested patrons, and the exercises passed off very pleasantly.

OREGON.—The Kindergarten of Oregon was opened at Portland, in August, 1882, with Mrs. Caroline Dunlap as Principal. The number of pupils in the school varies from about 15 in the rainy months, to about 30 in the spring and fall. Mrs. Dunlap has also organized a training class for teachers. In addition to the private kindergarten, there is a free kindergarten in Portland, organized and supported by the Portland Free Kindergarten Society, designed for needy and neglected children, too young to attend the public school, and for the children of those who do not feel able to bear the expense of sending them to a private kindergarten. Though only opened last November, already more children are enrolled than one teacher can take care of; an assistant has been provided, and another school will soon be opened in another part of the city. Mrs. Dunlap, through whose efforts the society was organized, is superintendent of the school.

The State Normal School is situated at Monmouth, Polk county; it was created by the Legislative Assembly of 1882. The first year's attendance was 104, the present, 216. The full course takes three years of study, but persons having the requisite scholarship, by giving their whole attention to the professional course and practice teaching, may complete it in one year, and receive the professional diploma. Free scholarships are distributed to the different counties of the State, in proportion to the school population.

At the recent election, the old series of text-books was adopted, entire, for the State, with the exception of Clark's Normal Grammar.

The Legislature, just adjourned, appropriated \$30,000 for the erection of a new building for the State University at Eugene, and created two new State Normal Schools, viz., one at Weston, in Umatilla county, and one at Drain, Douglas county. The school at Weston, being the only one in Eastern Oregon, will soon be one of the most prominent institutions in the State. Prof. J. M. Taylor is its Principal.

A teachers' normal institute is to be held in Weston next June, which will be one of the largest and most important gatherings of teachers ever known in Oregon.

The *Normal Monthly* is the name of a new educational magazine published at Weston. It is the only teacher's paper in the State.

On account of her educational enterprise, and the high intelligence of her people, Weston is frequently called the "Athens" of Oregon.

STATE SUPT. E. B. MCELROY is one of the ablest and most efficient educators on the Pacific Coast. He has done much to elevate the condition of the schools of Oregon, for which the friends of education in the State can never be too grateful.

PENNSYLVANIA.—Columbia Co. Teachers' Institute was held at Calawissa, March 7.

In Monroe township, Juniata Co., the teachers are paid twenty-six dollars a month, and if the schools are considered successfully taught at the expiration of the school term they receive an amount equal to thirty dollars for the entire school term.

The Hazle township teachers have decided to purchase a library of professional books. WILL S. MONROE.

TENNESSEE.—The *Memphis Appeal* says: "Have the citizens of Tennessee reason to be satisfied that our common schools, in extent and quality of instruction, are what they ought to be? Do seventy-eight days, out of the 300 working days in a year, give sufficient time for the youth of Tennessee to attend school? Plainly, there ought to be eight months' tuition in each school every year; ten months would be better. The extension of the time of teaching ought to receive immediate and effective attention. Appropriations for schools should be enlarged, so that every child in the State should have ample opportunity to receive as good a plain education as is given in the paid schools."

UTAH.—Notwithstanding the present dull times, the schools of Utah are in a flourishing condition. In nearly every county there is organized a Teachers' Institute, in which the best methods of instruction are discussed. The teachers of one county often meet conjointly with those of another. Not long since, the teachers of Salt Lake county were highly entertained with a lecture on "The Mind," by Prof. Talmage, of Provo, Utah county. There is much interest in all that pertains to education. It is supposed abroad that the district schools of Utah are sectarian, and are controlled by the Mormon church; but, recently, in the case of the Seventh School District, Salt Lake Co., C. S. Zane, Chief Justice of Utah, decided that the district schools of this Territory are not sectarian in their character. There is an imposing University building now near completion, which when finished and in full working order, will impart such instruction as shall prepare a person to enter any first-class college or university in the United States. D. R. A.

WEST VIRGINIA.—The Senate has passed a bill to open the State University at Morgantown to females. The two days' debate on the bill developed considerable partisan rancor, and the university was admitted by all to be in a very unpromising condition. This measure is taken in the hope that the admission of girls will revive the interest in the institution.

WISCONSIN.—Lacrosse Co. Teachers' Institute will commence at West Salem, March 30. Conductor, Prof. J. B. Thayer.

Institutes have been arranged from March 23 to April 6, in various parts of the State. Conductors: W. C. Sawyer, L. W. Briggs, H. D. Maxson, N. C. Twining, A. J. Hutton, J. T. McCleary, W. E. Barker, C. H. Keyes, and J. B. Thayer.

FOREIGN.—It is said that the municipal schools of Moscow will accommodate only 7,000 pupils, although there are in the city about 100,000 children who ought to be attending school. A country which provides such poor facilities for the education of its own young people cannot claim high rank as a civilizing agent. Its mission may be that of conquest but hardly of enlightenment. Some one has defined the Russian form of government as "a despotism modified by assassination," but assassination is not half so dangerous to despotism as free education. Schools will do more than dynamite to bring about a constitutional government in Russia. Possibly this is the reason why so little encouragement is given to them.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

INFLUENCE OF GOOD BOOKS.

By JOHN B. PEASLEE, Ph.D., Supt. of Schools, Cincinnati, Ohio.

One of the greatest powers for evil is the low and degrading writings our boys and girls are reading. Teachers and parents, I fear, are not fully aroused to the terrible influence this reading is having upon the lives and characters of the young. How frequently do we read in the daily papers of boys running away from home with cards, revolvers, and dime novels in their pockets. Yet, compared with vast numbers of our youth who are demoralized by pernicious reading, the cases that are reported in public print are the exceptions. The influence of this reading is seen in the slang language in which our youth indulge; in their disrespect for parental authority; in their treatment of the aged; in the wrong ideas of life which they entertain; and in the general spirit of insubordination. Let us look at the circumstances in which our youth are placed in regard to literature. At the homes of a large part of them there is scarcely a book, except the text books of the children themselves. At the home of the majority of those remaining may be found a few books upon the parlor table, which are usually considered by the parents as too nice for the children to read. It is safe to say that very few, indeed, of our youth have access to a good home-library. That child who is trained at home to a love of reading good books is the exception. Is it any wonder, then, that our youth yield to the temptations to read the worst kind of story papers and novels which are everywhere thrown around them? The children are not to blame; there is nothing in their home surroundings to counteract these evil tendencies. Neither the home nor the school has done its full duty in this regard. The parent and the teacher have neglected the obligations devolving upon them of developing in the minds of the young the love of reading good books, which will remain with them through life, and which will largely influence their future lives and characters. Apart from the mere rudiments of an education, what our children are reading is of far more importance than what studies they are pursuing in school.

In my opinion, a boy who leaves at the end of a common school course with a love of reading good books, is better prepared for a life of honor and influence than one who passes through a high-school course without that love; and he who has an ordinary high-school education combined with a taste for good reading is better equipped for the duties of life than the graduate of the best college or university in the country without such taste. The self-made men who have figured high in state and national councils have, with few exceptions, been men of extensive and judicious reading. In general, those who exert the greatest influence on the communities in which they live are the readers of good literature. "From the hour of the invention of printing," says the essayist Whipple, "books, and not kings, were to rule the world. Weapons forged in the mind, keen-edged and brighter than a sunbeam, were to supplant the sword and the battle-axe. Books! lighthouses built on the sea of time! Books! by whose sorcery the whole pageantry of the world's history moves in solemn procession before our eyes! From their pages great souls look down in all their grandeur, undimmed by the faults and follies of earthly existence consecrated by time." It is therefore one of the first and most sacred duties of parents to surround their children at home with good reading matter. The number of books may be small, but they should be judiciously selected. Standard works of history, biography, and travel, should hold a prominent place in the home collection.

But little can be expected from the great majority of American homes. The important work of instilling into the minds of our youth a love of reading good books devolves almost entirely upon the teachers. I appeal, therefore, to the teachers

of our country, to do all in their power to interest their pupils in the writings of good authors, to implant in them, as far as possible, correct literary tastes, to inspire them with a pride which will cause them to disdain to read the low and groveling writings of the day. How can this best be done, is a question worthy the consideration of all educators.

ARBOR DAY.

By HON. B. G. NORTHRUP, LL.D.

Recent spring floods and the diminished flow of rivers in summer have called public attention to the cause and the remedy as never before. At the opening of the last session of Congress attention was called to the subject of forestry for the first time in any presidential message. Bills for the protection and extension of forests are now before Congress and before many state legislatures. The last census presents striking facts which prove this to be a question of both state and national importance. The recent action of the national government shows a new appreciation of forestry. The marvel now is that the general government did not earlier seek to protect its magnificent forests, once the best and most extensive in the world.

But of all these agencies no one has awakened so general an interest in arboriculture as the appointment of Arbor Day, by governors of states, by legislatures, and by state, county, and town superintendents of schools. The plan of Arbor Day is simple and inexpensive, and hence the more readily adopted and widely effective. In some states the work has been well done without any legislation. The best results, however, are secured when an act is passed, requesting the governor, each spring to recommend the observance of Arbor Day, by a special message. The chief magistrate of the state thus most effectually calls the attention of all the people to its importance, and secures general and concerted action. How forests conserve the water supplies and lessen floods is aside from the topic of this paper.

As the destruction of forests has been going on for centuries, the remedy must be the work of time, for it must include slow processes and agencies, each separately minute, which become important when multiplied by myriads and extended over broad areas. Arbor Day has proved such an agency.

It may be objected to Arbor Day or to any lessons on forestry in schools that the course of study is already overcrowded, and this fact I admit. But the requisite talks on trees, their value and beauty, need occupy but two or three hours. In some large cities there may be little or no room for tree planting, and no call for even a half holiday for this work, but even there such talks, or the memorizing of suitable selections, on the designated day, would be impressive and useful. The essential thing is to start habits of observation and occupation with trees, which will prompt pupils in their walks, or when at work or at play to study them. The talks on this subject which Supt. Peaslee says were the most interesting and profitable lessons the pupils of Cincinnati ever had in a single day, occupied only the morning of Arbor Day, the afternoon being given to the practical work. Such talk will lead our youth to admire trees, and realize that they are the grandest products of nature, and form the finest drapery that adorns this earth in all lands. Thus taught, they will wish to plant and protect trees, and find in their own happy experience that there is a peculiar pleasure in their parentage, whether forest, fruit, or ornamental—a pleasure which never cloy, but grows with their growth. Like grateful children, trees bring rich filial returns, and compensate a thousand fold for all the care they cost. This love of trees, early implanted in the school, and fostered in the home, will make our youth practical arborists.

Arbor Day has already initiated a movement of vast importance in eight states. In tree planting, the beginning only is difficult. The obstacles are all met at the outset, because they are usually magnified by the popular ignorance on this sub-

ject. It is the first step that costs—at least, it costs effort to set the thing on foot, but that step once taken, others are sure to follow. This very fact that the main tug is at the start, on account of the inertia of ignorance and indifference, shows that such start should be made easy, as is best done by an arbor day proclamation of the governor, which is sure to interest and enlist the youth of an entire state in the good work. When the school children are invited each to plant at least "two trees" on the home or school grounds, the aggregate number planted will be more than twice that of the children enlisted, for parents and the public will participate in the work.

The influence of Arbor Day in schools in awakening a just appreciation of trees, first among pupils and parents, and the people at large, is of vast importance in another respect. The frequency of forest fires is the greatest hindrance to practical forestry. But let the sentiment of trees be duly cultivated, first among our youth and then among the people, and they will be regarded as our friends, as is the case in Germany. The public need to learn that the interests of all classes are concerned in the conservation of forests. Through the teaching of their schools this result was long since accomplished in Germany, Switzerland, Sweden, and other European countries. The people everywhere recognize the need of protecting trees. An enlightened public sentiment has proved a better guardian of their forests than the national police. A person wantonly setting fire to a forest would there be looked upon as an outlaw, like the miscreant who should poison a public drinking fountain.—*From The Chautauquan.*

EDUCATIONAL CONVENTION AT NEW ORLEANS.

A public reception of the International Congress of Educators, the Department of Superintendence of the National Association and of the Special Delegation of National Educational Association, appointed at Madison, July 23, was held at New Orleans, Feb. 23. Space will admit of only a few choice selections from the addresses of the distinguished educators present.

HON. CHAS. G. FENNER, of Louisiana, said, "The Exposition shows the progress of the half century, and transcends the expectations of all who devised it. Education is the author of it all; it furnished the chart and the texts that have wrought all these marvels of the century."

COL. WM. P. JOHNSTON, of Tulane University, said: "It is the wish of the South to extend the light of knowledge to every class, color, and condition in the land, and to promote the intelligence, virtue, and happiness of every individual on our soil. We desire to educate all. We wish the broad foundation of common schools full of vitality and energy. The whole South is seeking thoughtfully and earnestly for the best things applicable to our condition, wherever they can be found. We are not ashamed to acknowledge our shortcomings, for we intend to remedy them. We can learn more from Massachusetts, than she can learn from us. But knowledge, which is more precious than rubies, is a sort of wealth which its holder is always willing to share. Our World's Exposition is now keeping school for the nations, and Louisiana will, I trust, be one of the aptest pupils. Your presence here to-day we accept as an augury of good. We hope to pump you dry before you leave. We shall spoil the Egyptians of their fine gold of knowledge and their rubies of wisdom."

HON. JOHN EATON, LL.D., of Washington, D. C.: "Shape the educational forces so as to control the home, the young in all physical, mental, and moral relations, and you have a power for civilization. The teacher stands not only in the place of the parent, but also in place of the State; he should take his position with a sense of the responsibility modern civilization lays upon him. Modern civilization takes into account the imbecile, the deaf, the blind, and all who are unfortunate by birth and accident. Education covers the whole field—the family, the school, the church, and the State—and creates an international spirit of tolerance and forbearance."

REV. A. D. MAYO, associate editor of the *New Eng. Journal of Education*: "Nowhere in my travels do I find even a village that is not to-day feeling the impulse of a revival in education. And to you teachers I bear a special warning. The people have decided to have good schools, and to put efficient teachers in place of incompetent ones. I am glad also to note a change in the sentiment of our Congressmen on the subject of education. Many of them formerly even shunned me, afraid that I would bore them with the subject of education. They are now glad to listen to me. We can show to the world, by building up our public schools, a nation in which citizenship shall be the synonym of intelligence."

The Department of Superintendence met at Tulane University, Feb. 24.

HON. WARREN EASTON, State Supt. of Public Instruction of Louisiana, gave the address of welcome. He said that the great problem for the South is, how to get

the means to educate her children. The Southern States are doing all they can, but need aid from other sources. "We need 'national aid' to overcome illiteracy, and build up our best interests."

MR. ANDREW J. RICKOFF, Yonkers, N. Y.: "To lay out money to the best advantage, how to avoid waste, are proper subjects for discussion. There are many kinds of waste, but they are not merely waste of money or time, etc., but waste of opportunity. People build school-houses of which they are proud, and have schools of which they ought to be ashamed. What would it profit them if they had Windsor Palace for a school-house, and ignorance, inexperience and stupidity to sit at the teacher's desk. One source of waste is the indiscriminate pay which is awarded to apprentices and master workmen. In no other profession or business is so little regard paid to the difference between skilled and unskilled labor as in the schools. The real cause of waste is continued appointment of amateur directors in the persons of members of boards of education who know next to nothing of the real wants of the schools, and of what the education of a people really is. And higher than this our law makers have no competent advisors. Hence in every State there should be a board of education, such as in Massachusetts, Indiana, and other States—a board authorized and required by law to pronounce its best thoughts in regard to all that pertains to public education."

COL. WM. P. JOHNSON, of Tulane University: "The most direct method of reaching the popular mind is popular lectures. Conducted by able men, they awaken the spirit of inquiry in many breasts, and diffuse important information. Upon the proper teaching of the little child rests all the higher education, and upon the successful solution of the problem committed to us depends the success of those working in higher fields. If we should come to know the child completely, there would yet arise many grave questions as to the methods by which the child may be made to grow into the highest manhood."

W. N. HAILMANN, of Indiana: "The principle on which the kindergarten rests was formulated by Froebel, as follows: 'Education is the conscious development of the divine in man, and in mankind as a unit.' This makes education broadly and essentially religious. The kindergarten is a practical application of these principles for children between the ages of three and six, or in their play stage. Here the children find ample opportunity to be completely what their stage of development requires, for joyous, all-sided growth. Here are opportunities for sympathy, for helpfulness and gratitude, for loving intercourse with nature, for the vigorous exercise of imitative and creative tendencies, and all these things under the guidance of a wise teacher who is wise enough to keep behind the child, and to hold its face in the direction of the beautiful, the good, and the true, without compulsion, but only by the judicious arrangement of surroundings."

MRS. ANNA B. OGDEN, of Washington, D. C.: "The real kindergarten is, like the Christian, not tide bound or limited, but goes forth to find and supply the needs of the little child; and not only the school life does it consider, but the home life before the child is old enough to be sent to the school. This is accomplished by training young mothers in the normal schools to begin the kindergarten work in the babyhood of their children. The test of kindergarten is not what the child has done; but what it is. The training of a child in the kindergarten should be seen, not only in its mental, but in its moral and physical nature. The three-fold nature of the child is to be developed equally in all directions, otherwise this system is a failure."

MR. M. A. NEWELL, of Maryland: "The American railroad is peacefully, quietly, and successfully carrying our civilization, our religion, and our customs into Mexico, into Central America, into South America. It is but a question of time when there will be a joining of Brazil and Chili with Japan and India, St. Petersburg and Moscow; for soon we will pierce Alaska with a railroad, and cross Behring's Straits in a steamer thus uniting the continents, the South and the North, and the West and the East, by continuous lines, thus realizing Columbus's ideal, a passage west to the East Indies."

"Papers on the following subjects were also read: 'The Inner Workings of the University of Virginia,' by Prof. James M. Garnett, of that institution; 'The True Course of Studies for Elementary Schools,' by Emerson E. White, LL.D., of Cincinnati, Ohio; 'What the Common School does for Moral Education,' by Dr. W. T. Harris; 'The Relations of the Common School to the University,' by Col. Wm. Johnson, of Tulane University; 'Educational Progress in Jamaica, West Indies,' by Geo. Hicks, Esq., of Kingston, Jamaica; 'Progress of Education in the Province of Ontario, Canada,' by J. G. Hodgins, M.A., LL.D.; 'Massachusetts State System of Education,' by Hon. J. W. Dickinson, Sec. of Board of Education; 'Education in Japan,' by Hon. Ichizo Hattori, Commissioner of Japan; 'The Higher Education of Women,' prepared by Mrs. Mary Wright Sewall, of Indianapolis, Ind., read by W. E. Sheldon, of Boston, Mass.; 'The Literary and Scientific Habits of Thought,' by Rev. Brother Azarias, of Rockhill College, Baltimore, Md.; 'National Aid to Education,' by Mr. Thos. W. Bicknell, editor of the *New England Journal of Education*; 'Educational Needs of City Civilization,' by Dr. W. T. Harris, of Concord, N. H.; 'The Rise and Progress of Public Education in Texas,' by W. C. Rote, San Antonio, Tex.; 'Co ordination in Instruction and Education,' by Brother Noah, of the Christian Brothers; 'Public Instruction in France,' by M. B. Buisson, Fr. Comr. of Education; 'Education in Japan,' by Prof. Luther W. Mason, member of the Japanese Embassy at Exposition; 'The Education of the Indians,' by Miss Alice Fletcher, member of the Dept. of Ethnology;

"Educational Journalism in New England," by Mr. Thos. W. Bicknell, of Boston; "Educational Progress in Kentucky," W. H. Bartholomew, Esq., member of the State Board of Education of Ky.; and "Competitive Education and Resultant Prizes," Rev. Dr. L. G. Barbour, of Richmond, Ky.

GOLDEN THOUGHTS.

FROM SAMUEL TAYLOR COLERIDGE.
England.—1772-1849.

A CHILD'S QUESTION.—
Do you ask what the bird's say? The sparrow, the dove,
The linnet and thrush say, I love, and I love.
In the winter they are silent, the wind is so strong;
What it says I don't know, but it sings a loud song.
But green boughs, and blossoms, and sunny warm
weather,
And singing and loving—all come back together.

FANCY IN CLOUDS.—

O, it is pleasant, with a heart at ease,
Just after sunset, or by moonlight skies,
To make the shifting clouds be what you please.

THE GOOD GREAT MAN.—

How seldom, friend, a good, great man inherits
Honor and wealth with all his worth and pains;
It seems a story from the world of spirits,
When any man obtains that which he merits,
Or any merits that which he obtains.

MONT BLANC.—

Rise, O, ever rise!
Rise like a cloud of incense from the earth!
Thou kingly spirit throned among the hills,
Thou dread ambassador from Earth to Heaven,
Great Hierarch! tell thou the silent sky,
And tell the stars, and tell yon rising sun,
Earth with her thousand voices praises God.

EXTRACTS FROM THE ANCIENT MARINER.—

Water, water, everywhere,
And all the boards did shrink;
Water, water, everywhere,
Nor any drop to drink.

The ice was here, the ice was there,
The ice was all around;
It cracked and growled, and roared and howled,
Like noises in a swound.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

1. What is an "ice-blink"?
2. Where is the "bench-mark" in New York?
3. Who had thirteen kings at his levee the day previous to a battle in which he suffered defeat?
4. In what island do they use a fish as a lamp?
5. For what purposes are fire-flies used?
6. What is a bombilla?
7. Where in the temperate zone does grass grow 11 months in the year?
8. Who was the founder of the petroleum business?

For the SCHOOL JOURNAL.

LIVE ANSWERS.

1. When the wind blows against an obstructing medium, as a house, it is condensed, and escapes in puffs, which produce the whistling often heard.
2. Zylonite is a substance the basis of which is plain white tissue paper made from cotton or linen rags. A chemical change is produced by acid baths, and further treatment renders it capable of being worked into plates. It can be made transparent or brilliantly colored; it is made to imitate tortoise shell, horn, rubber, and glass.
3. The iceberg and pack-ice limit is much wider at the South Pole than at the North Pole, and therefore the weather is coldest at the South Pole.
4. North Cape, at the extremity of Norway, 71° 40' 16" has always been considered the northernmost point of Europe; but it is found that Cape Knivsjaerodden, on the same island, to the west of North Cape, is 15' farther to the north.
5. The air with which a fish fills his swimming bladder seems to be the result of secretion. In fresh-water fishes, it consists almost entirely of nitrogen; in sea-fishes, there is a larger proportion of oxygen.
6. A remarkable culverin cannon still situated at Dover, England, was called Queen Anne's Pocket Piece. It is 25 feet long, and carries a ball weighing only 25 pounds.
7. When two frogs engage in a fight, they first sit opposite each other for a minute, then spring together, each endeavoring to get his fore-feet beneath those of his antagonist. The one that first succeeds in this, hugs the other to death.

EDUCATIONAL CALENDAR FOR APRIL.

By N. O. WILHELM.

April 1st, 1815.—Bismarck, born; prime minister of Germany; hero of Sedowa and Sedan; a great diplomatist; a man of iron will.

April 2, 1743.—Jefferson, born; third president of U.S.; founder of University of Virginia; "Sage of Monticello."

April 3, 1783.—Irving, born; noted works, "Life of Washington," "Sketch Book," etc.

April 4, 1774.—Goldsmith, died; eminent Irish poet and writer; author of "Vicar of Wakefield" and "Deserted Village;" also 1883, Peter Cooper, died; great philanthropist.

April 5, 1885.—Easter. —348 B. C.—Plato, died; one of the most illustrious Grecian philosophers; (exact date not known.)

April 6, 1802.—Battle of Shiloh.

April 7, 1780.—Wm. E. Channing, born; American author and divine.

—382, B. C.—Demosthenes died (exact date uncertain); great orator; speech "On the Crown" celebrated.

April 9, 1843.—Patti, born, a great operatic singer; also Fisher Ames, born, 1758, celebrated American orator and statesman.

April 10, 1806.—Horatio Gates, died; a Revolutionary officer; hero of Saratoga.

April 11, 1713.—Queen Anne's war ended by Treaty of Utrecht; also 1770 Canning, born; English statesman, orator, and wit.

April 12, 1777.—Henry Clay, born in Virginia; noted as an orator, public man, and compromiser.

April 13, 1753.—Fred. Frelinghuysen, born; eminent lawyer; a member of Continental Congress, and U. S. Senator.

—247 B. C.—Hannibal, great general; his father caused him to swear eternal hostility to the Romans.

—551 B. C.—Confucius, born (exact date not known); illustrious Chinese philosopher.

April 16, 1797.—Thiers, born; French statesman and historian; wrote "History of the French Revolution."

—470 B. C. Socrates, born; an illustrious Grecian philosopher; a great teacher.

April 18, 1775.—Expedition to Lexington and Concord by the British.

April 19, 1824.—Byron, died; poet of rare genius; author of "Childe Harold."

April 20, 1882.—Charles Darwin, died; eminent English naturalist and geologist; wrote popular and learned scientific works.

April 21, 1782.—Froebel, born; a celebrated German teacher and author; founded the Kindergarten.

April 22, 1766.—Madame De Staël, born; also Henry Fielding, 1707; also Kant, 1724; profound metaphysician; founder of Critical School of Philosophy.

April 23, 1564.—Wm. Shakespeare, born.

April 24, 1731.—DeFoe, died; popular English author; wrote Robinson Crusoe.

April 25, 1600.—Cromwell, born; statesman, reformer, and military leader; constituted himself "Protector of the English Commonwealth."

April 26, 1711.—David Hume, born; eminent English historian and philosopher; wrote a "History of England."

April 27, 1822.—Ulysses S. Grant, born; distinguished American general; eighteenth President of the U. S.; also Edward Gibbon, born; distinguished American Historian; wrote "Decline and Fall of the Roman Empire."

April 28, 1758.—President Monroe, born in Virginia; fifth President of the United States; American statesman; promulgated the "Monroe doctrine."

—624 B. C.—Gautama or Buddha, born (exact date uncertain); celebrated Hindoo reformer and founder of Buddhism.

April 30, 1854.—James Montgomery, died; distinguished Scotch poet; wrote many hymns, also the "West Indies" and "The World before the Flood."

NEWS OF THE WEEK.

The proclamation of President Barrios of Guatemala, resulted in active preparations for war in San Salvador, Nicaragua, and Costa Rica. President Zaldivar of San Salvador, appealed to Gen. Dias of Mexico, asking him to use his influence to prevent bloodshed. Dias responded by telegraphing to Pres. Barrios that Mexico would take immediate action to prevent the execution of his threat against the sister nationalities of Central America. The citizens of San Salvador received this news with the greatest enthusiasm, and unanimously resolved to erect a statue in honor of Gen. Dias. It is hardly probable that Pres. Barrios will attempt to carry out his scheme in the face of so much opposition.

Mr. Gladstone stated in the House of Commons, March 16, that England and Russia had "arranged" that no further advance should be made in Afghanistan. This was not entirely satisfactory to the conservative leaders, and they demanded a full explanation of the "arrangement."

The Spanish authorities have succeeded in destroying Augero, the insurgent chief, who has created so much disturbance in Cuba by his desperate warfare against the Spanish government. He was betrayed and killed by two negroes.

France has arrested and expelled a number of Fenian agitators, to the great disgust of that society, which now divides its denunciations almost equally between France and England.

An exciting time is expected in the present session of the Manitoba Legislature. Complaints against the Federal Government of Canada have become general, and a strong party, known as the "Farmer's Union," has arisen. It openly advocates secession, and will doubtless make itself heard in the Legislature.

President Cleveland has issued a proclamation against the "boomers" who have seized upon the Oklahoma Lands in Indian Territory. He commands them to leave, and also warns any who are making preparation to enter the territory that they will not be allowed to do so.

The Senate has completed its list of committees, a long and difficult task, and thus far has confirmed all the nominations sent in by President Cleveland.

Gen. Grant's condition is unimproved. He continues to receive messages of sympathy from every direction. The English press speaks in the highest terms of his personal character, defends his alleged political failure upon the ground of loyalty to his friends and his refusal to believe wrong of them; says: "Himself above reproach, he allowed acts to be committed by those whom he trusted, that damaged both himself and his party;" and, speaking of the universal honor shown him by foreign countries, says: "It was reserved for his own country to see him stripped of the savings of a frugal life, forced to sell even his sword of honor in order to clear himself from the effects of a commercial failure, and toiling during a weary and hopeless illness over his memoirs in order to earn his bread."

The Indians publish four newspapers, which are worth the reading of persons interested in Indian civilization. The *Iapi Oahe*, or the *Word Carrier*, of the Santee Agency, Nebraska, edited by Rev. Alfred L. Kiggs, is printed in two editions, one English and one Indian. A paper is printed in English at the school for Indians at Carlisle, Pa., called the *Morning Star*, which contains facts regarding the Indians connected with that school. There are also *The New Era*, and *The Indian Citizen*, the former of Pawnee Agency, Indian Territory, and the latter of Forest Grove Indian Training School, Oregon, which is entirely edited and published by Indians.—*American Missionary*.

FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

A SHAKESPEARE MEMORIAL EXERCISE.

By MRS. A. PENNYBACKER, Tyler, Texas.

FIRST PUPIL.

"What needs my Shakespeare for his honored bones
The labor of an age in piled stones,
Or that his hallowed relics should be hid
Under a starry pointing pyramid?
Dear son of memory, great heir of fame,
What needs't thou such weak witness of thy name?
Thou, in our wonder and astonishment
Hast built thyself a living monument.
And so, sepulchred in such pomp dost lie,
That kings for such a tomb would wish to die."

SECOND PUPIL.

Though but little more than three centuries have passed since the "Swan of Avon" sang his sweet songs, yet we know almost nothing of his private life. Shakespeare was born at Stratford-on-Avon, in Warwickshire, England. The day of his birth is uncertain, but tradition places it on the twenty-third of April, the anniversary day of St. George, England's patron saint. Parish records show that he was christened April 26th.

THIRD PUPIL.

Shakespeare received the advantages of the free grammar school of his native village, and certainly surpassed his parents in knowledge, for they could not write their name. He had "small Latin, and less Greek," a smattering of French and Italian, a familiarity with law and its technical terms, and a fund of general information. "Whatever other learning he wanted, he was master of two books unknown to many profound readers, though books which the last conflagration alone can destroy—the Book of Nature, and that of man."

FOURTH PUPIL.

Tradition says that in his youth Shakespeare sowed an abundant crop of wild oats; that, in company with some of the rowdies of the village, he went deer stealing on the reserve of Sir Thomas Lucy. For this offence he received such humiliating punishment as to rouse a desire for revenge, and accordingly he wrote a rough lampoon on Sir Thomas. To escape the officers of law he fled to London. But it is more probable that he left Stratford on account of the needs of his growing family.

FIFTH PUPIL.

At the age of eighteen he married Anne Hathaway, who was twenty-five. She was the daughter of an honest yeoman, but this is all we know concerning her. To them was born a son, Hamnet, who died at the age of eleven, and two daughters. But with the third generation the line ceases, and there is now no lineal descendant of the greatest of poets.

SIXTH PUPIL.

Much evidence goes to prove that this marriage was an unhappy one. Leaving his family when he went to London, he visited them once a year. By his will he left his wife nothing save "a second best bed and furniture," though the law probably gave her a one-third interest. His dramas abound in allusions to uncongenial pairs, persons mated but not matched.

SEVENTH PUPIL.

In 1586 we find him in London, engaged in the theatre as either a menial or an actor of minor parts. Here he spent twenty-five years, and soon won the fame he so richly deserved. Competing with the greatest minds of the day, in spite of educational disadvantages, he outstripped them all. Men of learning, the aristocracy and royalty itself delighted to do him honor. The Earl of Southampton bestowed upon him a thousand pounds, Queen "Bess" came often to witness his plays, and King James wrote him an autographic letter expressing admiration for his genius.

EIGHTH PUPIL.

By careful management, Shakespeare amassed quite a fortune, and this he invested in landed property in and near Stratford. At the age of forty-seven, while in the midst of a brilliant London career, he voluntarily left all the pomp and display of the city for his country home. Here the last five years of his life were spent in entertaining his dramatic friends—of whom Ben Jonson was chief; in attending to his estate, and in composing two or three of his grandest productions. Seldom does history grant such a picture of gratified ambition and calm content.

NINTH PUPIL.

He died on his fifty-second birthday, and was buried in the parish church of his native hamlet. The pavement over his grave bears this inscription:

"Good friends, for Jesus' sake forbear,
To digg the dust enclosed here:
Blest be ye man yt spares these stones,
And curst be he yt moves my bones."

TENTH PUPIL.

In personal appearance he is said to have been handsome and graceful, with most winning manners. Ben Jonson calls him "my darling Shakespeare," and "Sweet Swan of Avon," and in all references he is "gentle Shakespeare." He was kind, affectionate, amiable. "He was loved; men were delighted to be in his company. Nothing is more telling than this charm, this half-feminine abandonment in a man. His wit in conversation was ready; his gaiety brilliant; his imagination copious."

ELEVENTH PUPIL.

From his plays we learn little of his character; it is only in the sonnets that he touches upon himself, and here we catch glimpses of an undertone of deep sadness,

that show that "Melancholy has marked him for her own. Listen to this:

"That time of year thou mayst in me behold,"
When yellow leaves, or none, or few do hang
Upon those boughs which shake against the cold;
Bare, win'd choir, where late the sweet birds sang.
In me thou see'st the twilight of such day,
As after sunset fadeth in the west;
Which by and by black night doth take away,
Death's second self, that seals up all in rest.

TWELFTH PUPIL.

It is not often that we find a man of transcendent genius, who has a fund of common sense and a talent for business. But Shakespeare had all these traits. Early recognizing that one cannot acquire more than a competency by his own labors alone, he began to plan for others to execute. He bought shares in the Globe and Blackfriars theatres, rented property, loaned money, and in all these things was successful. His soul and body were at equipoise. He had all the qualities that make a symmetrical man.

THIRTEENTH PUPIL.

Classifying his dramas according to the sources from which they were obtained, we find ten to be historical, eight legendary and nineteen fictional. The last mentioned were not created fresh from his fertile brain, for probably in not a single case has he invented his own plot. Some were taken from old Italian romances, some from legendary tales of the North, some from quaint myths; out all were transformed by the magic of his touch, from commonplace tales to immortal realities.

FOURTEENTH PUPIL.

Each drama has as its key-note, one of the human passions. Othello is the personification of jealousy; Shylock, of revenge; Macbeth, of ambition; Timon, of misanthropy, and Imogen, of womanly devotion. His strong and pungent moral lessons are not taught by preaching, but by showing in vivid colors the results of evil and good. His villains and transgressors are tortured by the worst of all tortures, a guilty conscience. Picture Macbeth when he hears the cry:

FIFTEENTH PUPIL.

"Sleep no more!
Macbeth does murder sleep, the innocent sleep—
Sleep that knits up the ravell'd sleeve of care,
The death of each day's life, sore labor's bath,
Balm of hurt minds, great nature's second course,
Chief nourisher in life's feast.
Glamis hath murdered sleep, and therefore Cawdor
Shall sleep no more; Macbeth shall sleep no more."

SIXTEENTH PUPIL.

Nothing speaks so strongly for Shakespeare's fame as the frequency with which he is quoted. His words have become so much a part of the warp and woof of our language that we often quote him unconsciously. Household words that express every joy, every woe, every vicissitude that human flesh is heir to—this is what his speech is to us. His vocabulary, consisting of fifteen thousand words, is more copious than any other writer's and few of these words have become obsolete.

SEVENTEENTH PUPIL.

Let no one think this glorious fame was acquired without labor. "The Merry Wives of Windsor" was written in fourteen days, to please Elizabeth, who desired to see Falstaff in love. After the performance of the play, Shakespeare spent many weeks in revising the same, that it might go down to posterity worthy of its author. Talent did much for him, but not more than labor.

EIGHTEENTH PUPIL.

Holmes says: "I think most readers of Shakespeare sometimes find themselves thrown into exalted mental conditions, like that produced by music. Then they may drop the book and pass into thoughts without words"—and is not this true? Listen when Lorenzo speaks to Jessica:

NINETEENTH PUPIL.

"How sweet the moonlight sits upon this bank!
Here will we sit, and let the sounds of music
Creep into our ears; soft stillness and the night
Become the touches of sweet harmony.
Sit, Jessica. Look how the floor of heaven
So thick inlaid with patines of bright gold!
There's not the smallest orb which thou behold'st
But in his motions like an angel sings.
Still quiring to the young eyed cherubim;
Such harmony is in immortal souls;
But whilst this muddy vesture of decay
Doth grossly close it in, we cannot hear."

TWENTIETH PUPIL.

In closing, we say with Hallam: "The name of Shakespeare is the greatest in our literature—the greatest in all literature." No man ever came near him in the creative powers of the mind; no man ever had such strength at once, and such variety of imagination. Colridge has well applied to him the epithet, "the thousand-souled Shakespeare."

TWENTY-FIRST PUPIL.

"Death makes no conquest of this conqueror,
For now he lives in fame, though not in life.
His fame folds in
This orb o' the earth."

Sick Headache. Thousands who have suffered intensely with sick headache say that Hood's Sarsaparilla has completely cured them. One gentleman thus relieved, writes: "Hood's Sarsaparilla is worth its weight in gold." Sold by all druggists. 100 doses \$1.

BOOK DEPARTMENT.

NEW BOOKS.

BOOKS OF THE AMERICAN TRACT SOCIETY:

TO YOUNG MEN. A short address by "A Father"; sensible and earnest; pointing to the best things; giving sound, Christian advice, and not goody-goody.

THE YOUNG MAN SETTING OUT IN LIFE. By William Guest, F.G.S., contains four addresses: Life; How will You Use It? Skeptical Doubts; How You May Solve Them; Power of Character; Grandeur of Destiny. This is similar to the first book, but rather more solemn and of a sermonizing character.

THE SIGNAL FLAG. By the author of "Ruthie's Venture." This is a very bright, entertaining and withal, instructive little story, detailing the home adventures of two boys and a girl, who are very much like the boys and girls we see every day, and are finally and naturally brought under the best influences.

VIEWS FROM NATURE. This is a simply but attractively bound little book, containing a number of excellent wood-cut engravings and vignettes of natural scenery, historical pictures, pictures of adventure, and of noted localities; accompanied by descriptive text and other pleasing prose and poetical selections.

PICTURES AND STORIES OF LONG AGO, by "Faith Latimer," consists of thirty-six Bible stories, printed in large type for young eyes, and accompanied by numerous full-page illustrations and a colored frontispiece.

NUTS FOR BOYS TO CRACK. By Rev. John Todd, D.D., is the title of a neat volume bound in cloth, containing a number of stories teaching excellent moral lessons to the young.

OUR DAUGHTERS AND OUR BROTHERS AND SONS, by Mrs. G. S. Reaney, are two earnest, kindly-intentioned books, addressed respectively to young women and young men with the aim of helping them in the conduct of a pious, Christian life.

PINDAR. The Olympian and Pythian Odes, with an introductory essay, notes, and indexes, by Basil L. Gildersleeve. New York: Harper & Bros.

This is the latest issue of Harper's New Classical Series. It is intended for beginners in Pindar, and much of the earlier part has been transferred from a series of semi-popular lectures. In order to facilitate the rythmical recitation of the text, special punctuation and diacritical marks have been carefully introduced. The introductory essay, occupying more than a hundred pages, is exceedingly interesting by reason both of its pleasing style and the careful scholarship it evinces. It includes a life of the poet, and a consideration of his works, themes, thought, style, and art, and his development, with suggestions regarding the best approach, intellectually, to a reading and study of the Odes; some space is also devoted to his meters, dialect, and syntax. The notes are very full, altogether able, and exceptionally helpful, being augmented by illustrations from Gardner's "Types of Greek Coins." The Greek index and index of subjects appended, deserve special mention. The editor acknowledges valuable help from distinguished sources, which combine to render the work praiseworthy in itself and a fitting member in the series.

THE EVOLUTION OF DODD. By W. H. Smith. Boston: D. Lothrop & Co. \$1.00.

Here is a book we should rejoice to see in the hands of every teacher of youth in the country. It is a living, breathing protest against certain features of the present school systems which obtain in various parts of the country. The points of the author are so well taken that the reader is forced not only to admit the reality of the evils he denounces, but to acknowledge the justice of his conclusions. To illustrate his ideas, the author selects a representative boy, Dodd Weaver, the eldest son of a Methodist clergyman, and carries him through the various schools and grades of schools from the time of his entrance to his graduation. He is high-tempered, quarrelsome, and disobedient, and yet in the hands of one who understands his mental peculiarities as plastic as dough. It is the aim of the author to show how utterly useless it is to treat such boys—and our schools are full of them—in exactly the same manner as those of different character and temperament. It is not over-praise to call this a great book.

MAGAZINES.

Harper's Magazine for April is a brilliant number, with sixty-eight illustrations, and an unusual variety of exceedingly interesting reading-matter. The frontispiece is a portrait of Abraham Lincoln, from a photograph before he became President. Mr. Wendell Phillips Garrison, the owner of this photograph, contributes

a poem, entitled "The Vision of Abraham Lincoln, April 14, 1865." The most important of the illustrated articles is a personal sketch of the Prince of Wales, by William Howard Russell, superbly illustrated from drawings by R. Caton Woodville; A. C. Corbould, Sidney P. Hall, and others. The long-promised series of Baltic sketches by F. D. Millet is begun in this number under the title of "A Wild-Goose Chase," characteristically illustrated from drawings by the author and R. Swain Gifford. Other illustrated articles are "A Collection of Chinese Porcelains," by R. Riordan, illustrated from objects in the collection of Mr. Charles A. Dana; "Along the Rio Grande," by Sylvester Baxter; "Some Richmond Portraits," by E. L. Didier; and "Fly-Fishing," by H. P. Wells. Miss Woolson's new novel, "East Angels," "At the Red Glove," James Allen's "Too Much Momentum," and an interesting short tale by Annie Trumbull Slosson, "How Faith Came and Went," go to complete the fiction. The *Easy Chair* discusses German Opera in New York (with a fitting tribute to the late Dr. Damrosch), General Gordon and the Sudan trouble. The Editor's Drawer is in keeping with this remarkably fine number.

The first page of April *Atlantic* will perhaps be looked at by some with freshly awakened curiosity in the author, "Charles Egbert Craddock," who has suddenly turned out to be a woman. Her story, "The Prophet of the Great Smoky Mountain," certainly has that grasp of the objective commonly supposed to belong to masculine minds. It is, indeed, a powerful story. "The New Portfolio," by Doctor Holmes, grows increasingly interesting; it closes with "The Old Song," a poem worthy the author, and eminently characteristic. "Fate Dominant" is the name of a peculiar sketch by Frank R. Stockton. Henry R. Clapp has something more to say about "Time in Shakespeare's Plays;" J. Lawrence Loughlin writes of "Political Economy and the Civil War;" Frederick D. Storey gives a humorous account of "An Unclassified Philosopher;" "A Ruffian in Feathers," by Olive Thorne Miller, and "George Frederick Handel," by F. S. Dwight, are other interesting contributions. The poetry of the number is by Edith M. Thomas, Nora Perry, and John B. Tabb. The reviews of poetry and books, and the Contributor's Club are especially good.

The March number of *Babyhood*, the novel magazine for mother-contains: "The Accidents and Injuries of Early Childhood and their Prompt Treatment" (the first of a series), by Dr. Jerome Walker, of the Children's Sanitarium at Cony Island; an article on "Teething," by Dr. L. M. Yale; a talk on "Baby's Sleep," by Marion Harland, and many other excellent articles.

With all her other troubles, old England has been passing through a serious agricultural crisis. Its cause, effect, and remedy are ably discussed by William E. Bear, editor of the *Mark Lane Express*, in the *North American Review* for April. Charles Dudley Warner presents an interesting "Study of Prison Management;" and Robert Buchanan, the English poet, discusses "Free Thought in America." There is a new department of "Comments," consisting of brief criticisms of articles that have appeared in the *Review*.

The April issue of *Outing* indicates the purpose of its publishers to place it in the foremost rank of American magazines. It is enlarged to nearly double its former size, and its compound title is wisely simplified to the expressive *Outing*. Four serials are begun in this first number of the volume, Julian Hawthorne's "Love; or a Name," being prominent. Two bright short stories are given, and several entertaining papers. There are also poems by Edith M. Thomas, Frank D. Sherman, and R. K. Munkittrick.

Mr. Albert Moore has the place of honor in the *Magazine of Art* for April, his "Study in Drapery," printed in color, forms the frontispiece, while reproductions from his best-known pictures grace other pages of the magazine. Mr. Moore's art is dispassionately discussed by Mr. Cosmo Monkhouse. The opening paper is on "The Older London Churches," by W. J. Loftie, which is followed by a curious account of "Fashions in Waists," by Richard Heath. Both of these papers are fully illustrated, as indeed are all in the magazine. Austin Dobson with his pen, and Fred Barnard with his pencil, have the page devoted to poetry and picture this month. The number is altogether a delightful one.

The Rev. Dr. Wm. T. Taylor, of New York, shoots the first arrow from *The Quiver* for April. "Reserve Force in Character," is his theme, and he handles it in a forcible manner. "Secret Faults" is the subject of a paper by Rev. Geo. Hill. The Lord Bishop of Rochester continues his interesting statement of the "Church

Work in South London." Professor Blake continues his far-reaching "Bi-Centenary Sketches," showing us France in 1885. The fiction gets better with each number, and there is poetry, and music, and pictures on almost every page.

NOTES.

Messrs. Dick & Fitzgerald, of New York, publish an excellent book of "Very Little Dialogues for Very Little Folks," written by Alice Helmes.

"Technical Education, and other Essays," by Prof. T. H. Huxley, is the latest number of the "Library of Science," and one of the most valuable and interesting in that popular series.

"German Simplified," is the title of a series of little pamphlets issued by A. Knoflach, New York, containing a concise and lucid explanation of the principles of the German language, accompanied by numerous examples and exercises, and forming a complete course of instruction for the purpose of reading, business and travel.

Few novels have been awaited with greater interest than "Trajan," by Henry F. Keenan, which Messrs. Cassell & Company have just issued. It is an International story, the principal characters are Americans, and the scene is laid in Paris during the exciting days of the commune. Horace Howard Furness, the Shakespearian scholar, and Geo. H. Boker, the poet, give the story the highest praise.

That recent semi-political novel "The Shadow of the War," (whose authorship has been a mystery) is now known to have been written by Dr. Stephen T. Robinson, a practicing physician of Edwardsville, Ill. His residence in South Carolina for a number of years after the war made him familiar with the actual workings of Reconstruction. His standpoint is decidedly different from Judge Tourgee's.

BOOKS RECEIVED.

Elements of Analytic Geometry. By Simon Newcomb. New York: Henry Holt & Co. \$1.50.

School-Keeping: How to do It. By Hiram Orcutt, LL.D. Boston: N. H. Publishing Co. \$1.

Weird Tales. By E. T. Hoffmann. New York: Charles Scribner's Sons.

Personal Traits of British Authors. By Edward T. Mason. New York: Charles Scribner's Sons. \$1.50.

Philosophie Questor, or Days in Concord. By Julia R. Anagnos. Boston: D. Lothrop & Co.

The Dictionary of English History. Edited by Sidney J. Lee, B. A., and F. S. Pulling, M. A. London, Paris, Melbourne, and New York: Cassell & Co.

How Success is Won. By Sarah R. Bolton. Boston: D. Lothrop & Co. \$1.

The Signal Flag. By the author of "Ruthie's Venture," "Floy Lindsey," etc. New York: American Tract Society.

The Young Man Setting Out in Life. By Wm. Guest, F. G. S. New York: American Tract Society.

To Young Men: From a Father. New York: American Tract Society.

Nuts for Boys to Crack. By Rev. John Todd, D. D. New York: Amer. Tract Society.

Our Brothers and Sons. By Mrs. G. S. Reaney. New York: Amer. Tract Society.

Our Daughters. By Mrs. G. S. Reaney. New York: Amer. Tract Society.

Views from Nature. New York: Amer. Tract Society.

Pictures and Stories of Long Ago. By Faith Latimer. New York: Amer. Tract Society.

Pindar, the Olympian and Pythian Odes. By Basil L. Gildersleeve. New York: Harper Bros.

Aristophanes Clouds. Edited by M. W. Humphreys. Boston: Ginn, Heath & Co. \$1.

The Evolution of Dodd. By W. H. Smith. Boston: D. Lothrop & Co. \$1.

Dialogues for School and Home Entertainment. Edited by Mrs. J. W. Shoemaker. Phila.: National School of Elocution and Oratory.

Schiller's Das Lied von der Glocke. By Charles P. Oils, Ph.D. New York: Henry Holt & Co.

Doris and Theodora. By Margaret Vandegrift. Phila.: Porter & Coates.

Life and Travel in India. By Anna Harriette Leonowens. Phila.: Porter & Coates.

The Juvenile Temperance Reciter. Edited by Miss L. Penny. New York: The National Temperance Society and Publication House. 10 cts.

The Diplomatic History of the War for the Union. Edited by Geo. E. Baker. Boston: Houghton, Mifflin & Co.

Herodotus: Books VI. VII. By Augustus C. Merriam, Ph.D. New York: Harper & Bros.

The Secret of Death and Other Poems. By Edwin Arnold. Boston: Roberts Bros. \$1.

CATALOGUES, REPORTS, ETC., RECEIVED.

Biennial Report of the Secretary of the State of Texas, 1884. J. W. Baines, Sec. of State.

Report of the State Board of Education and the State Supt. of Public Instruction for the School Year Ending August 31, 1884. Hon. Ellis A. Apgar, State Superintendent.

Proceedings of the Thirty-ninth Annual Meeting of the New York State Teachers' Association. Held in the Baldwin Street, N. E. Church at Elmira, N. Y., July 9, 10, and 11, 1884. Supt. Charles T. Barnes, Pres.

Report of Albert J. Russell, Supt. of Public Instruction of the State of Florida for the Years 1883 and 1884.

Twenty-sixth Annual Report of the Public Schools of Springfield, Ill., 1883-4.

Annual Report of the Board of Education of the City of Auburn, 1884.

City of Poughkeepsie. Annual Report of the Board of Education for the Year 1883-4. Edward Hargess, Supt. City Schools.

Annual Report of the Board of Managers of the New York State Reformatory for the Year Ending Sept. 30, 1884. R. Brockway, General Supt.

Abbreviated Longhand, by Wallace Ritchie. J. B. Hales, Chicago, Ill.

Suggestions in Punctuation and Capitalization, specially designed for the use of type-writer operators. J. B. Huling, Chicago, Ill.

HORSFORD'S ACID PHOSPHATE.

FOR OVERWORKED FEMALES.

D. J. P. Cowan, Ashland, O., says: "It proves satisfactory as a nerve tonic; also in dyspeptic conditions of the stomach, with general debility, such as we find in overworked females, with nervous headache and its accompaniments."

OPINIONS OF THE PRESS

CONCERNING

Scudder's History of the United States.

From the Atlantic Monthly.

February, 1885.

Though intended for the use of schools and academies, Mr. Scudder's volume commends itself, by the charm and clearness of its style and the admirable arrangement of its matter, to maturer readers. The maps have been prepared with great care, and the illustrations which accompany the text are notable samples of American drawing and engraving.

From the Critic.

New York, Sept. 6, 1884.

The book is fully provided with all the apparatus needful in the good school text-book,—that is, full tables, numerous and excellent maps, fresh illustrations by well-known artists, aids to pronunciation, suggestive questions, topical analyses, and helps of all sorts, both for teacher and pupil. Among the many good points of this particular history are the analyses by topics, which are comprehensive, calling for a knowledge of principles and events rather than one of names calling for biographical facts but slightly related to the historical narrative; a simple and sufficiently full exposition of the principles at the bottom of the various changes in government; a clear account of the difficulties in our relations with foreign nations, and of the crises in our domestic politics; a fuller treatment than is usual, but one perfectly simple, of the years of peace in the Republic, and the important legislative measures which have signalized these growing seasons. Such periods, when there is no blood-letting, but only healthy feeding, are supposed to be uninteresting to youth, and they are generally made so by the method of treatment; and yet a clever handling by one who has any real sympathy with the boy nature will make the story of these years of internal struggle as profitable to the young as the story of our political life is getting to be to them to-day. Mr. Scudder has shown an unusual skill in developing this field of our national story.

From the New York School Journal.

September, 1884.

The style is connected, calm, graphic, and suggestive. We fail to find anything of that proverbial dryness which a few years ago seemed so necessary to a historical work. It is no small work for an author to write a comprehensive history and still preserve anything like an attractive method of expression. Mr. Scudder has succeeded just where thousands have failed. Teachers will like the book for its comprehensiveness, accuracy, attractiveness, maps, and beauty of paper and engravings. The publishers have done their work as well as the author, and, altogether, the schools are to be congratulated on having within their reach another book which they can adopt with both pleasure and profit to themselves and their pupils.

From Science.

Boston, Nov. 7, 1884.

Its typography is attractive; and it is a marvel that so many maps, portraits and other engravings can be given in a volume which is sold at so low a price. Among some of the novel illustrations may be named a map of the physical features of the United States; a map of the discoveries on the Atlantic seaboard in the fifteenth century; the progress of population westward in the United States; the sectional weather divisions employed by the United States Signal Service; the standard-time belts; and a very large number of diagram maps, most of which are admirable, inserted in the text to explain the wars, battles, progress of civilization, etc. The text is clear, readable, and concise.

From Harper's Magazine.

November, 1884.

Mr. Horace E. Scudder has prepared a History of the United States, for the use of schools and academies, which embodies every requirement that is essential in a historical text-book for the young. Chastely and concisely written, its brief and epigrammatic paragraphs contain the pith of our history, stated so simply and clearly as to be easily fixed in the memory, and presented so attractively as to engage the attention and excite the patriotic interest of the youthful reader. It would be impossible in fewer words than have been employed by Mr. Scudder to delineate the great events that have contributed to our national life, to depict the illustrious patriots, soldiers, and statesmen who have adorned and exemplified it, or to announce the great principles which have made an impression upon or have been illustrated by it. The volume brings the history of the United States down from the discovery of America to the present year. It is written in a tone of quiet earnestness appropriate to the gravity and significance of the subjects involved, and is admirably calculated to arouse the patriotism of the reader while it adds to his store of precise and accurate knowledge concerning his native land.

From the Hartford Courant.

September 16, 1884.

Scudder's History of the United States, prepared by Horace E. Scudder, whose literary equipment is of the first rank, is a model school-book. The history is preceded by an excellent sketch of the discovery and settlement of North America and the events that led to the independence of the English colonies. The book has several excellent features. The typography is beautiful. The many maps, colored and uncolored, are the best we have ever seen in a school-book,—authentic and finely executed. The illustrations are in proportion, consisting largely of portraits, the most authoritative, and of illustrative drawings by our best artists, engraved by the most skillful engravers, and well printed. The book is, in short, the best and most instructive of school-books of this class.

From the Magazine of American History.

New York, Oct. 1884.

We have rarely examined a better short school history of our own country than the one before us. It is a pleasure to commend such a work, not only to all teachers in our schools, public and private, but to parents as well. Mr. Scudder does not burden the young mind with tiresome details, nor does he omit any of the important facts which every child should understand. He writes in a clear and attractive style, and he introduces admirable questions, with a view to stimulate intelligent examination of other historical works.

From the Correspondence University Journal.

Chicago, Ill.

Its beautiful maps, artistic wood-cuts, and clear type make it perhaps the most attractive volume of American history ever issued for school use. It is as complete as it is beautiful. It has questions for examination or reviews, topical analyses, chronological tables, tables of definition and pronunciation,—in short, all the most approved conveniences demanded by the best teachers of history. In style, matter, and arrangement the work is equally admirable, giving in picturesque language much of true historical thought and data, in such groupings as best bring out the more important points.

From Lippincott's Magazine.

January, 1885

The author of the ideal school history will be not only a skilled writer but an experienced teacher, understanding from practice the needs and limitations of the school-room. Mr. Scudder's literary faculty stands in no need of recognition, and it has enabled him to construct, without descending to puerilities, a clear and simple narrative, intelligible to any bright child. An aid to the texts consists in the excellent maps by Mr. Wells, which illustrate every period of our history with a completeness that leaves nothing to be desired. The wood-cuts are numerous, and some—as the portraits of Washington, Penn., and Longfellow—are far above the ordinary level of school-book illustrations.

From the Southern Workman.

Hampton, Va.

History, as it has been studied under the average teacher of the past, has meant simply an assemblage of dates and the dryest possible statement of facts, without regard to their value or effect, but simply in their chronological order. It is not events themselves, but the meaning of events; that makes history, just as it makes individual life; and it is Mr. Scudder's comprehension of this which makes the first value of his book. He has grouped his facts so that they give their due impression of relation, and has earned for himself the blessing of his readers by so far as possible omitting dates, while emphasizing clearly those which he retains as of importance. The maps and illustrations are sufficiently ample, and are excellently supplemented by the suggestions as to books of reference and for general reading contained in the appendix.

From the Journal of Education.

Boston, September 1, 1884.

This is a superb book, faultless in typography, and beautifully illustrated. Taking into account the superior mechanical execution, paper of extra quality, clear, open small pic type, and strong, durable binding, this book will rank as one of the very best ever issued in the United States. Turning to the text of this history, we find it will bear the most critical examination. Mr. Scudder has, by his arrangement of topics, enabled the young student to understand the facts of American history in connection with the changes which have been taking place in Europe during the period of our nation's growth. The style is very attractive, and adapted to awaken enthusiasm in the minds of the young learners. We bespeak for this model text-book the careful examination of school-officers and teachers, feeling assured they will find it a book that will amply reward them for their critical inspection.

From the Saturday Review.

London, January 31, 1885.

SCUDDER'S HISTORY OF THE UNITED STATES.

In all things pertaining to what may be called the furniture of a school book Mr. Scudder's History of the United States comes, perhaps, as near perfection as any work of the same character to be met with in the two worlds. It contains no fewer than twelve colored and twenty-seven uncolored maps, all of them instructive and executed with wonderful neatness. If we say little of the engravings, it is because, by the side of the maps, they are as silver was in the days of Solomon. Yet a Britisher, as he looks at them, will think evil thoughts of the school-publishers of his own land, and of the stock of worn-out blocks and plates they seem to share in common.

From the Overland Monthly.

San Francisco, October, 1884.

It reduces war-periods to their proper importance, and raises constitutional questions to theirs. It is absurd to make children commit to memory every skirmish of the Revolution and leave them with no comprehension of the issues involved in Jefferson's election. In short, the "perspective" of Mr. Scudder's book is more scholarly than that of any that has yet been offered the schools. Moreover, he is very candid and just in his whole statement of the controversies over slavery and States' rights, of the civil war and the reconstruction period. On the whole, for statement of the truth of our history, and with due regard for its importance or unimportance, it is the best school history of the country yet offered. The illustrations are likewise better and more numerous than in any other, and the book is very attractive in general make-up.

From the Penn. School Journal.

October, 1884.

An ideally attractive school history of the United States. Reading like a story-book, it is at the same time a history, carefully exact in its record of events, presenting constantly the thought and the life of the people, and showing the development of the country from its earliest settlement until the present time. It is rich in artistic illustration, satisfactory in its large open-face type, heavy paper, and excellent binding, and complete in its numerous maps for reference—forty-one in number. The topical analyses for review, at intervals through the book, embracing some seven hundred topics, a full set of questions (more than one thousand) for examination on text and maps, and a comprehensive general index, are valuable features of the book. In connection with these questions upon the text some seventy interesting books are named, any or many or all of which may be read with interest and profit by the teacher as well as the pupil. This excellent feature will be appreciated by all teachers who would make the dry bones of history live.

From the Independent.

New York, Sept. 4, 1884.

Mr. Scudder possesses the qualifications for the work, and has done it well. He knows what simplicity is, and has also been able to preserve the dignity of the history without sacrificing the interest and vivacity of his book. The arrangement is clear, and has as much in its favor as any we have seen. The maps are numerous and good. They are general, special, and local. The one on the physical geography of the country is noticeable. Those introduced to illustrate the history, with a chart of the field on which the events occurred, must prove highly useful.

From the Providence Journal.

Mr. Scudder is a very popular writer for the young, and justly so. He has published nothing better for youth than his text-book history of the United States, which ought to take a high rank for excellence among the numerous works of the kind recently issued. Its superiority lies in its clearness, reasonableness, and general attractiveness. The author avoids the error, common in brief histories, of presenting only a succession of unrelated facts, and succeeds admirably in making clear the relations between events and persons, and in showing how one event follows naturally from a preceding one. The maps and illustrations are of unusual merit: many of the latter are by our best artists and engravers.

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Publisher's Department.

We call the special attention of our readers to the full-page advertisement in this number setting forth the opinions of the press concerning Scudder's "History of the United States," published by J. H. Butler, Philadelphia. Our own opinion of this superb book was fully expressed on its first publication last September. We are, of course, glad to see that the opinions of others coincide with ours. We doubt if any school-book ever published has received such warm approval, from such high authorities, as has been uniformly accorded Mr. Scudder's work.

Pennmanship is one of the most practical and generally useful studies taught in our schools. It is one of the arts of everyday business life, and anything giving new help and information concerning it, deserves a welcome in our schools. The "Standard System of Pennmanship," prepared by Lyman D. Smith, and published by the Appletons, is increasingly popular in the public schools, owing to the fact that it teaches the science in the most direct and practical way. It has been adopted in the schools of many large cities, and meets with universal favor.

The wisdom of Solon, who said, "Know thyself," is gradually being reached after in this day and generation. To know ourselves physiologically and anatomically is one of the prime objects of study in the schools of to-day. A decided aid in this direction may be found in Cutter's New Physiological Charts, published by Messrs. J. B. Lippincott & Co., of Philadelphia. These charts, nine in number, are artistically shaded and colored, and printed with great care upon tinted paper from lithographic stones. The mountings are of superior workmanship, and great expense has been incurred in their production.

"A GOD-SEND is Ely's Cream Balm," writes Mrs. M. A. Jackson, of Portsmouth, N. H., on May 22, 1882. I had Catarrh for three years! had tried nearly all remedies, but to no purpose. Two or three times a week my nose would bleed quite freely, and I thought the sores in it would never heal. Your Balm has cured me." This preparation is not a liquid or a snuff, and is easily applied. Price 50 cents. See adv't.

The Pennsylvania Educational Bureau, of Allentown, Pa., certainly presents claims to the special confidence of teachers and institutions desiring to engage teachers. The manager, Mr. L. B. Landis, superintendent of the public schools of Allentown, and has for twenty-five years been a professional teacher. Hundreds of teachers have been supplied by this bureau, and hundreds more are wanted. For particulars address the manager at 681 Hamilton street.

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